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ABSTRACT

This program, included in "Effective Reading Programs...," serves all 629 students in kindergarten through grade 6 in one elementary school. The program population includes disadvantaged, bilingual, physically handicapped, and mentally retarded students as well as gifted students. The curriculum is organized in a "Man and his ..." format and includes the following eight themes: environment, history, society, communication, arts, cultural heritage, occupation, and future. Classroom instruction each month is related to one of these areas, and the school's media center organizes programs around each month's topic, offering guest speakers, films, displays, and study trips. Students use the media center individually or in small groups in an informal atmosphere. Students in special reading programs participate in media center programs designed to enlarge their vocabularies, stimulate and expand their interests, and motivate them to learn. The media center includes a darkroom and a kitchen as well as a reading resource center. For teachers' use, a handbook has been developed on the use of materials and equipment in the center, as well as a list describing instructional reading materials available in the center. (WR/AIR)

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ANALYSIS OF
BIRCH LANE SCHOOL
MEDIA SERVICES PROGRAM

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The staff at Birch Lane School subscribes to the definition set forth in Standards for School Media Programs that the true concept of a school media program means instruction, service and activity throughout the school rather than merely within the four walls of the media center.

The teaching-learning process at Birch Lane School is being reformed to the innovative practices of using the multi-media approach, individualized education, emphasis on learning to learn, and emphasizing the affective as well as the skill and cognitive areas. In the establishment of this experience-oriented, child-centered program recognition is given to the following aspects:

The establishment of objectives which consider the whole child, his needs, his readiness, his interests, his abilities, as well as fulfilling the objectives of the educational program of the school district.

The guidance of pupils in defining their own objectives, working independently toward their goals and ensuring that they are working to the fullest of their capacity.

The systematically planning and organization of subject matter in sequential, continuous and developmental order, considering patterns of child growth and development as well as academic needs for the future of students.

The selection of the most appropriate materials in sufficient quantity and variety utilizing different approaches for the learning experiences, considering student interests, ability levels and meeting the demands of the knowledge explosion.

The use of a variety of strategies to decrease adult support for students and to increase the student's responsibility for his own learning.

Maintaining a learning climate, free from tension with a maximum amount of pupil self-direction, resourcefulness, self-confidence, independence, and competence with students working individually or in groups.

Planning for continuous evaluation and counseling with students and parents about the individual's progress.

A functional media program requires a staff totally committed to the planning, coordination and integration of all educational processes. It is a committment to the concept that learning is a unique process and must be fused with the whole of the school environment. The skills as well as the methods of inquiry, self-motivation, self-direction and self-evaluation should be taught cooperatively by the teacher and support staff. It is important that all instructional personnel assist in shaping the learning environment and the design of instruction to insure that every child acquires the best education possible to meet his specific needs and capabilities.

Staff

All members of the media services staff as well as the teachers and principal have been involved in the planning, implementation and evaluation of our program. The type of program being developed at Birch Lane School is not new to educational thought. However, the staff has found that change is very difficult. For some it has meant a new look at learning theories and strategies, adjusting, experimenting and redeveloping

individual styles in using media effectively. Tremendous growth has been made since the granting of the E.S.E.A. Title II, Phase 2 grant. The staff members are at different levels of development in this program. However, it is the direction in which the staff is heading that is important.

The media services professional staff include one librarian and 1.6 reading teachers who share equal participation in the in the program. However, the particular strengths and background of each member are utilized for a more effective program. All three have special California Miller-Unruh Reading Certificates.

One clerk and two instructional aides (.90 FTE) work under the immediate supervision of the professional staff. Technical assistance is available on a part-time basis from the all-district personnel to work with students developing photographs in the dark room.

Program

The media services staff believes the thematic approach for curriculum integration has been successful in keeping the instructional program relevant to student's interests and needs. The staff continues with the same eight themes:

Man and his environment	Man and the arts
Man and his history	Man and his cultural heritage
Man and his society	Man and his occupation
Man and his communication	Man and his future.

The staff-developed Guide to an Integrated Curriculum is being used by the classroom teachers and student teachers. However, it is recommended that this guide be revised to include more effective activities and experiences that have evolved.

The monthly program feature based on each theme has been

supported by speakers, demonstrations and displays, special films, and student programs. Some examples of features follow:

Slide presentation on environment from Area III Science

Student produced mock Unitied Nations Assembly

Joann Leach Larkey displaying photographs depicting early Davis history

Alberta Armer, author, to share her work with students

Student program on ways man communicates

Marian Hamilton's demonstration on painting with oils

Providing The Right to Read Film for staff viewing.

Teachers are made aware of the media services program and special features by a weekly Activity sheet sent out from the media center.

Involvement in classroom activities by the media services staff assures that the special features are relevant and enrich the teaching-learning process.

This year an additional feature has been added to the over-all program of media service. Coordinating with the themes and student learning, this special feature with total student involvement includes activities and experiences to increase the application of the reading skills. The Paperback Exchange Fair and the Creative Writing Fair were enthusiatically received by both teachers and students. Plans are underway for Creative dramatics, puppetry, a repeat of the Paperback Exchange Fair with possible addition of a continuous book swap.

The media services staff believes that it must stay abreast of current trends in educational thought to assist teachers and encourage experimentation in planning the educational program.

Staff members are involved in the following activities:

2 are currently working on Master of Art degrees

2 Reading Committee members

1 Mathematics Committee member

1 Textbook/Educational Change Committee member

1 Media Center Committee member for developing plans for the next Junior High building

1 Advisor to the state PTA Committee RISE which supports the federal Right to Read

2 members of California Reading Association

1 member California Association of School Librarians

1 member American Library Association

1 California Association of Media Technology member

participation in state, district and area meetings in reading, media and learning disabilities

Through conferences, formal and informal, and planning with teachers, the media services staff knows the objectives, organization of subject matter and the various teacher strategies being used by all teachers. The degree of involvement with each teacher depends on the needs felt by that teacher for cooperative team planning.

Meaningful, effective and efficient integration of the media resources and services with the teaching-learning process is being accomplished with all of the twenty-two teachers. Close involvement has developed quite naturally into team teaching. Teacher and media staff work simultaneously and cooperatively with the students in the classroom or in the media center. The procedures for activities and experiences within the various groups of each class are based upon the solid foundation of

preplanning.

The learning skills of location and effective use of materials are integrated into the classwork with special consideration given to the individual reading levels of the student. Media staff assists students in preparing a variety of media presentations to communicate to the class their individual learnings. These presentations may include student-developed cassette tapes, overhead transparencies, filmstrips, photographs, pictures, exhibits, collections, craftwork, or food preparation. Any combination of the above mentioned items may be used alone or included with selections from commercial media such as filmstrips, charts, maps, transparencies, loops, books, art prints, recordings, study prints, or slides.

These examples of direct personal involvement by students in the development of their own learning processes has had a noticeable effect upon their positive self-image and a growing sense of control over what is learned and how it is learned.

In-service training relating to the broadening of the teaching-learning of the reading skills through the use of media -- both commercial and student produced is provided for all staff at Birch Lane School yearly.

Student teachers from UCD have participated in numerous sessions with the media staff. Topics of discussion included equipment utilization, availability of media, integrating media into the teaching-learning process, and a comprehensive overview of the reading process with strong emphasis on diagnosis and prescription.

Each student teacher will spend, this year, a two week period

in the media center. During this time she/he will become acquainted with various media, work with students from many levels and observe the media services staff planning effective experiences for the on-going program.

Cross-age tutoring within our school, from Holmes Junior High School and UCD work with students on an individual basis through the media center. Participation in this program trains students to develop increasing skills in selection of relevant media and the use of equipment to reach their own personal learning goals.

Comprehensive media services continue to support the reading program in all classrooms. Reading skills are provided by each classroom teacher with assistance from the media services staff if requested. Many opportunities for skill application are provided for students through the media center. Components that tie our reading program together are:

1. Total environment that invites learning.

   The media services staff encourages an atmosphere free from tensions. Teachers are encouraged to participate in special features in the media center and school-wide reading activities. The reading resource room serves as a model for classroom environment (i.e., space arrangement, attractive displays and exhibits, catchy bulletin boards). Students may, at any time during the day, utilize either the indoor or outdoor learning areas.

2. Individual diagnosis of each child.

   The media services staff provides teachers with in-service training in the utilization of informal

diagnostic instruments and techniques to enable them to proficiently diagnose their students. Teachers may also refer students to this staff for more formalized diagnostic testing. To date, 153 students have been referred to the media services staff for formalized diagnostic testing.

3. Individual prescription of students.

Developmental Reading programs are planned, teacher-guided and systematic in development. Basic skills are integrated, not isolated. The degree of involvement of the media services staff in planning the developmental reading program depends on the needs felt by each teacher for cooperative team planning

Instructional methods are flexible using individual and small group sessions.

Materials are available in sufficient quantity to meet individual interests and reading levels (independent, instructional, frustration and expectancy). Media and equipment are available to extend student interest and encourage the use of a multi-media approach to the teaching of reading for innovative application.

Facilities are available for students to create their own materials to reinforce and extend previously acquired skills (i.e., photographs, cassette tapes, filmstrips, transparencies).

A descriptive list of the reading instructional materials available in the media center at Birch Lane School was developed by the media services staff. Included are some possible ways to use the material. Instructional

Reading Materials contains an alphabetical listing of each material followed by a Skills Index (i.e., materials are grouped by appropriate reading skills).

Students have been referred to the media services staff for the following reasons:

formalized follow up testing after initial classroom screening

individual or small group work on a remedial basis

Media Center locational skills and implementation of follow up activities

exploration of various types of literature (i.e., folklore, humor, sports, historical fiction and non-fiction, plus others)

support of a corrective program taking place in the classroom (staff provides diagnostic and prescriptive help—teacher does corrective work)

specific short-term reading skill work (i.e., on a particular work attack or comprehension skills such as vowels or inference)

exploration of such literary skills as characterization, plot, author's style and purpose

enrichment and broaden the variety of reading experiences of accelerated kindergarten and first grade students.

Students are encouraged to read to learn and also to read to enjoy. The staff's basic reading program serves not only to develop reading competence but to create interest in independent reading both for pleasure and information. The thematic approach used for integrating our curriculum serves as a motivational device to independent reading, listening and viewing in the media center. This affords the media services staff an opportunity to introduce students to all the informational and recreational reading sources. Materials in sufficient quantity are essential

for students to have the depth, breadth and variety of reading experiences necessary to foster a lifelong love of reading. Teachers plan continuously with the media services staff for individual and small group motivational activities in the media center. In addition, students with special reading problems participate in a planned media center program designed to enrich classroom experiences, create, stimulate and expand individual interest, to motivate learning and to enlarge listening and speaking vocabularies. A progress profile is maintained for each student for teacher and parent conferencing purposes.

Listening, speaking and writing are valuable tools of communication. Provision is made to teach these skills in the reading program. The media services staff provides many opportunities for students to listen attentively with purpose, appreciation and delight to stories told or read, filmstrips and recordings. Speaking and listening skills are reinforced not only in the media center but students may take equipment and materials home for this purpose.

The media service staff, working as a teaching team, is directly involved in the developmental program for the study and enjoyment of literature. Consideration for individual student needs, interests, goals, abilities, reading disabilities and progress rate are considered in the program for all intermediate students. The objective for this type of program is to involve students in a wide range of literature experiences. A member of the media services staff discusses each type of

literature. Students locate, use and, choosing from the list of activities, communicate back to their class what they have read. The media services staff is available to assist the students in developing their selected activity.

Another facet of the media service program of reading involvement is preventive in nature and relates to the total school reading program. The activities and experiences within the various groups of each class are based upon the preplanning of teacher and media service staff. These experiences provide for the application of reading skills, broaden students learnings, provide a model for teachers and motivate students toward learning. Examples of activities which have been used are:

1. Visiting the city library. Comparing the features--reference section, magazine collection, size of book collection, types of materials filed on shelves, check-out procedures, etc.--with our media center. Each child who did not have a library card took a form for application.
2. Perfecting Oral Reading Skills. Many facets of good oral reading were analyzed, discussed and practiced. Students were encouraged to select an enjoyable picture book from the easy collection. When able to read with expression and fluency the student chose to share his reading with a primary classroom. This was by reading in person or by recording the reading on tape.
3. Reading a recipe. This activity provided reading for a purpose, reading to understand, and following directions. The total class were involved in preparing lunch. Each

small group was responsible for one type of food. Cookbooks were searched until a recipe for the food preparation was located. Mathematics was applied to change the measurements in the recipe to meet the needs of the class size. The particular food was then prepared and shared with classmates.

4. Small group spelling needs. The spelling needs were diagnosed. Those students needing work on the basic sight words were brought to the media center for special activities. The Wollensak tape and work sheets were used. Additional activities reinforced the word attack skills.

This reading program has definitely contributed to students feelings of self-worth. Personal values have been gained through the reading materials provided in the media center. Intrinsic motivation has noticeably increased. These are the observations of the media services staff who are so closely involved with daily participation of all Birch Lane students and have had the opportunity of informally evaluating these students over this period of time.

Students come to the media center at any time during the day for informational or recreational use of the media. Free flow has been widely accepted by the teachers. Spot checking the number of students revealed 78 students using the media center at one particular time. These students were involved in various activities which included browsing; checking out a book; small group viewing a Weston Wood sound filmstrip for motivational purposes; several boys involved in viewing an 8 mm loop on

basketball techniques; a small group working on location skills; individuals from one class researching topics pretaining to early American history; a small group sitting at a table using Bill Martin's instant readers and tapes; one boy tape recording his findings to share with his class; three girls working on transparencies about the systems of the body; and, a group of students working with their teacher around a bathymetric world map.

To assist teachers in the selection and utilization of all the materials and equipment, the media services staff developed the following aides:

1. Catalog of Audio-Visual Materials which contains a listing by classification number of all non-print media in the Birch Lane School Media Center. New items were added as a supplement, and
2. Handbook For the Utilization of Materials and Equipment including media arrangement and procedures for checking out, a comprehensive chart on the advantages and limitations of each type of media and the diagram and operational procedures for each different type of equipment.

Through planning with teachers an awareness is gained of the material needs of the school. The new media are selected by teachers, students and media services staff. These materials are chosen to build the media collection to match the curricular support needs and the student's personal and educational needs for learning.

Book circulation averages 250 volumes daily. Parent

volunteers assist in checking in materials, shelving and keeping the shelves in order. In order to accomodate this heavy circulation two parents are needed for each half day period.

Students are permitted to check out equipment and media over night. An average of thirty students take home filmstrips, tapes, records, and equipment necessary for viewing and listening each afternoon.

The media services staff is responsible for the evaluation of the program at Birch Lane School. Evaluation is made in direct relationship to the goals and objectives. There is on-going evaluation of materials, resources and program with constant up-dating of the media center.

Reports of the evaluation data gathered at the completion of the 1971-72 and 1972-73 school year are available. A slide-tape presentation of the media center program at Birch Lane School is available for viewing.

EVALUATION

Birch Lane Media Services Program

1973

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Mary Lou Willett, Librarian

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FOREWARD

Today's children who enter our schools have been encouraged to appreciate variety, to respect differences, and to be active, exploring participants rather than passive onlookers. These factors are influencing our educational objectives, the learning program, its methods and tools. The task is to transform instruction and curriculum into learning opportunity for a kind of child no society has ever produced before or tried to prepare for a rich variety of media organized into a usable arsenal in our schools. Although society of today, and increasingly of tomorrow, will demand that learning be relevant, communications-centered, and people-oriented, we will continue to be uncertain about what information or what facts children must be taught in order to cope with and contribute to their future. However, we can be confident that the abilities to formulate questions, to find appropriate answers, and to communicate these findings will continue to serve as valuable tools for lifetime learners.

In meeting this challenge at the Birch Lane School attention was focused to the development of the ESEA Title II, Phase 2 Project which has provided an effective educational media program. We acknowledge that media will not contribute anything to education if they are not utilized effectively. It is this realization that has prompted this study to make an analysis of the media center program relative to the media utilization patterns of the Birch Lane Media Center on the attitudes, knowledges, skills and practices of the students, teachers, and parents for the years 1971-73.

It is hoped that the contents of this report will be of significant benefit to other professional educators as they examine the educational value of their own media programs.

Mary Lou Willett, Librarian
Floyd W. Fenocchio, Principal

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DESCRIPTION OF PROJECT

Current literature in the field of education implies that our classrooms may not be providing the learning program designed to foster the skills of heuristic learning. Without this skill students may have a great deal of difficulty meeting the demands and challenges of a society affected by population growth, the knowledge explosion and rapid expansion of technology.

We, as Educators, are faced with the problem of providing students with the cognitive capacities necessary to meet these kinds of changing needs in society. Attention has been focused on the individual learner and the learning process as a means of achieving educational excellence in our schools. Advanced methods of communication and facilities for learning surpass what was imaginable a few decades ago. We are developing better techniques for improving not only what the student learns but the way he learns it.

As an outgrowth of this concern for the individualization of learning and the new technology and communication forms available, the emergence of the media program concept to enhance the awarenss of the uniqueness of individual learners and the complexities of the learning process has been eminent. Media offer us tools for providing a scope, depth and diversity of learning never before possible.

Background

The Davis Joint Unified School District is a district of approximately 5,500 students in and around Yolo County's second most populous incorporated city. Situated fifteen miles west of Sacramento, the University of California, Davis campus, lies within the boundaries of the school district.

Birch Lane School was opened in 1963. A 500 square foot conference room was used to house the collection of books borrowed from Yolo County Library Service and the few owned by the district. One librarian served the five elementary schools. In the fall of 1965, the Davis School District eliminated the library services from Yolo County and strengthened the district support in each elementary school. By 1968, the six elementary schools were served by three librarians--each school receiving the half-time services of one librarian.

The library services at Birch Lane School followed in the traditional format with scheduled class visits when the librarian was present. Library skills, storytime and book talks were scheduled in each classroom because of the lack of space in the library. The P.T.A. organized a group of parent volunteers to assist with staffing so students could go, at any time during the day, to the library to check out books.

Establishing the Media Center

The development of the media services program emphasizes sequential planning, purpose and determination emanating as a result of staff commitment to and an indepth understanding of individualized learning as a relevant and efficient educational approach. Three factors recognized as essential for an effective individualized instructional program were conceptualization, manpower and media services. Conceptualization is the teacher's cognizance and acceptance of the belief that each child is unique and different from all others in terms of motivation, development rate, innate ability, level of academic achievement, interest and scores of other factors which directly effect the learning process. Individualization implies the provision of child-centered, success-oriented type of instructional program which affords students learning opportunities based upon individual learning needs. Manpower was increased by an effective volunteer parent aide program, student tutors from various schools, and student teachers from the University of California (Davis) teacher education program. Expansion was made in the facility, staff, resources and services of the media center so emphasis could be placed on each child learning to learn, making practical application of skills learned and communicating back to the classroom with student-produced materials.

Support for the media center has been available through the funds from the National Defense Education Act of 1958, Elementary and Secondary Education Act of 1965, Title II, Phase Two and district budget. The center is staffed with one media librarian, one and six-tenths reading teachers, one clerk and two instructional aides (.90 FTE-full time equivalent). The classroom teacher is able to consult with the media staff for the purpose of finding, designing, producing and utilizing educational media.

The staff developed a guide to an integrated curriculum to which each teacher could relate in designing his own integrated classroom instructional program. The various curricular areas are not thought of as isolated subject offerings but, rather, natural stepping stones in the formidable process of providing students the opportunity to make basic discoveries about the nature of man and man's needs for existence in the world today.

One aspect of the media services program includes speakers, demonstrations and displays, special films, study trips, paperback book exchanges, creative writing fairs, creative dramatics and puppetry. Involvement in classroom activities by the media services staff assures that the special features are relevant, enrich the teaching-learning process, and includes activities and experiences to increase the application of the learning skills.

Through conferences, formal and informal, and planning with teachers, the media services staff knows the objectives, organization of subject matter and the various teaching strategies being used by all teachers. Close involvement has developed quite naturally into team teaching. Teachers and media staff work simultaneously and cooperatively with the students in the classroom or in the media center. The procedures for activities and experiences within the various groups of each class are based upon the solid foundation of preplanning.

The learning skills of location and effective utilization of media are integrated into the classwork with special consideration given to the individual reading levels of the student. Media staff assists students in preparing a variety of media presentations to communicate to the class their individual learnings. These presentations may include student-developed cassette tapes, overhead transparencies, filmstrips, photographs, pictures, exhibits, collections, craftwork or food preparation. Any combination of the above mentioned items may be used or included with selections from commercial media.

Comprehensive media services support the reading program in all classrooms. Reading skills are provided by each classroom teacher with assistance from the media services staff. Components that tie our reading program together are environment that invites learning and is free from tensions, individual diagnosis and prescription of students. Developmental reading programs are planned, teacher-guided and systematic in development. Basic skills are integrated, not isolated. Instructional methods are flexible using individual and small group sessions. Materials are available in sufficient quantity to meet individual reading levels (independent, instructional, frustration and expectancy) and for students to have the depth, breadth and variety of reading experiences necessary to foster a lifelong love of reading. Media and equipment are available to extend student interest and encourage the use of a multi-media approach to the teaching of reading for innovative application. Facilities are available for students to create their own materials to reinforce and estend previously acquired skills (i.e., photographs, cassette tapes, filmstrips, transparencies).

Free flow has been widely accepted by the teachers. Students come to the media center at any time during the day for informational or recreational use of the media. They are also encouraged to take equipment and media home overnight.

From this background information on the media services program the reader should now realize the importance of this program in its outreach to classroom teachers on the media utilization patterns at Birch Lane School. The teachers have had an opportunity to plan with media staff and work with materials in a situation where opportunities exist for an integrated classroom utilization of educational media expressly chosen for a curriculum.

TESTING METHODS

Concurrent with the concern for increased efficiency in achieving educational excellence is the growing emphasis upon the whole range of educational media now available to the classroom teacher. The effective and unique potential of such media as films, slides, tapes, records, filmstrips and that group of visual media known as graphics has been recognized. The importance of intelligent use and the adherence to the proper techniques of utilization for effective learning has been demonstrated.

In planning and developing the evaluation component of the Birch Lane Media Center (ESEA Title II, Phase 2 Project) considerable attention was given to the construction of a viable research design which, first, provided the greatest amount of useable information possible and, second, was not beyond the capabilities and inherent limitations of the researchers.

Of prime concern to the evaluation has been the degree to which the three basic educational objectives for the media center program have been accomplished. In order to make the data obtained in these areas meaningful, it was deemed necessary to analyze the media center program relative to the media utilization patterns of the Birch Lane Media Center.

Specifically, the first part of this study will focus on these four apsects:

1. Data concerned with pre and post teacher attitudes relative to the effectiveness of diverse media in classroom situations.
2. An analysis of the data showing pre and post utilization patterns as a result of the change in the media center program.
3. Pre and post data relating to the services provided by the media center as observed by teachers.
4. Student provided data concerning the services of the media center before and after establishing the project.

The second part of this study will be to determine the degree to which the three basic educational objectives for the media center have been realized. These basic objectives of concern in this report are:

1. Students will demonstrate skills needed to effectively use a multi-media collection as measured on a locally constructed test of skills for media center usage and study.
2. As measured by standardized achievement tests and faculty constructed informal tests, the reading and listening skills of the student population will improve after extended usage of the media center for recreational and academic pursuits.
3. Students will demonstrate improvement in all curricular areas from their extended involvement and participation in the use of materials, as determined by teachers observations and student questionnaire.

A. Teacher Value Rating of Media

Evaluation Design

A two-part teacher questionnaire was developed to examine the possible change of attitude in teachers regarding the importance they placed on various instructional media as it relates to the learning process and, further, to examine subsequent utilization of said media.

The instrument was distributed to all teachers at the Birch Lane Elementary School on two occasions. The first distribution occurred prior to the implementation of the media center in May, 1971, and again in May, 1973.

Findings

Eighteen teachers responded to the first distribution and seventeen to the second distribution. The following conclusions are based on the data presented in Table I and Table II, Appendix A.

There was little change in the frequency of use of textbooks by teachers before and after the project. The value rating was lower in the post-testing than the pre-testing. Library books received a slightly higher value rating and frequency of use following the project. There was a larger response to the "helpful" and "somewhat helpful" rating of magazines and the frequency of use of "occasionally" on the post-test. Teachers rated the value of newspapers higher after the project and checked the frequency of use significantly higher. There was little or no gain in the teacher value rating of pamphlets with only 6% checking the frequency of use as "often" or "regularly". The value rating of maps was significantly higher on the post-test but failed to gain in the frequency of use as would be expected. Globes, too, soared in value rating following the project, but failed to show any significant gain in the frequency of use. The largest gain for charts showed up in the "helpful" post-rating and "occasionally" in the frequency of use for a positive gain. There was little or no gain in either the value of pictures or the frequency of use as shown in the questionnaire. There was significant increase in the frequency of use in the daily instructional program of filmstrips with a very similar value rating on both the pre- and post-results. There was a definite increase in both the value rating and frequency of use of study prints following the project. The value rating of records was very high on both the pre- and post-questionnaire while the frequency of use was slightly lower on the post frequency of use. There was highly significant gain on both of the post-questionnaires for the value rating and frequency of use of tapes. There was a decline in the rating given to the value and frequency of use of transparencies. The value rating of 8 mm loops was slightly higher following the project but the frequency of use was significantly higher for the same period.

There was little or no change in the rating and frequency of use of films on either questionnaire. There was some gain in both the value rating of slides and the frequency of use following the project.

Of the seventeen types of media listed on the questionnaire, eight items received a significantly higher rating following the two year period of use. These items were the newer media not available prior to this time for inclusion in the daily instructional program (newspapers, maps, globes, filmstrips, study prints, charts, tapes, 8 mm loops). Three items (library books, magazines, slides) received slightly higher ratings and five were rated on both tests with little or no significant gain. These five items (textbooks, pamphlets, pictures, records and films) were all available to the classroom teacher prior to establishing the project. One item, transparencies, declined in rating and frequency of use due, in part, to an emphasis on individual learning rather than class instruction.

B. Teacher Evaluation of Media Center Services

Evaluation Design

A Teacher Evaluation of Media Center Services was developed to gather data regarding the services being provided prior to the implementation of its Phase 2 Project, during the project year and for the year following. A sixteen item opinionnaire was distributed to the staff in May, 1971, in May, 1972, and again in May, 1973. The survey items were concerned with the role of media and equipment in the enhancement of individualized instruction, independent learning and self discovery.

Findings

Eighteen teachers responded to the first distribution, twenty-four to the second and seventeen to the third distribution.

An analysis of the data reveals a significant contrast in the results of the three surveys. The responses were higher in the "good" and "excellent" category in each of the later surveys as compared to the pre-project survey. To the item, "The media center provides materials that are adequate and appropriate for individualized instruction and independent learning," only 28% of the pre-project respondents checked the "good" or "excellent" columns whereas 96% of the mid- and 100% of the post-project group so indicated. Thirty-three percent of the pre-project respondents thought "The library provides book and non-book resources which meet the varying skills of students," while 91% of the mid- and 100% of the post-project respondents indicated the "good" or "excellent" category.

The only item on the evaluation instrument for which all three responses remained relatively constant in the "good" or "excellent" column was "The media center checks books out for home use" (91% pre-, 100% mid-, 100% post).

Of the first thirteen items on the survey only seven rated "excellent" on the pre-test while all thirteen had ratings of excellent on the mid- and post-test.

The frequency of professional use of the media center was indicated in the last section. Eighteen percent of the teachers indicated they used the media center "often" while 92% indicated the same frequency on the mid- and 96% on the post-test.

Respondents were given the opportunity to complete the following sentences:

"I think the best feature of our media center is..."
"I think the worst feature of our media center is..."

Several representative responses follow:

Best feature:

Pre-project responses

- serves as a depository for materials and a quiet place for browsing and research.
- fairly adequate book collection.
- enjoyable reading for students.
- children can go in freely and check out book.
- free flow system.
- the variety of books available, and the help of the librarian to meet needs of teachers and students.

Mid-project responses

- materials, space, flexibility.
- abundance and variety of materials.
- the fact that we have a full-time person around to organize and supervise.
- the number of suitable books.
- the service provided
- the support given to the needs of children
- a quiet place to go for enjoyment, research, and tutorage.
- student involvement with media.

Post-project responses

- encourage more independent learning.
- that it motivates students
- encouraging students to share with class.
- check out media and equipment to students
- helping students produce materials.
- everything.
- materials and equipment.
- service provided.

Worst feature:

Pre-project responses

- limited number of books and other media.
- too small.
- its availability and not enough adult help for individual students.

- small size
- inadequate materials and equipment.

Mid-project responses

- not having our librarian free to be available to students more often.
- its appearance. I would like complete carpeting and some comfortable, smaller tables and chairs.
- the times it has to close.
- noise level.
- not enough personnel.
- it needs a math/science lab area and an area for students and teachers to make materials.

Post-project responses

- noise level.
- no carpet.
- there is none.

The results clearly indicate that the teachers see much greater educational value in the school's media center than they did in the pre-project library. This is particularly true as it relates to individualized instruction, independent learning and self-discovery. The teachers feel the present media center is more effective in the circulation of media and equipment to the student's homes as well as within the school. The teachers view the media center as a potential for greater student production. The responses expressed approval and endorsement of the media center. Complete data are found in Table III, Appendix B.

C. Student Evaluation of Media Center Services

Evaluation Design

An evaluation design was constructed to assess student perception of media services offered. Data were gathered through a ten item check list which was distributed to 200 randomly selected, intermediate grade students in May, 1971, again in May, 1972 and for a third time in May, 1973.

Findings

An examination of the results indicates that the percentage of student response in the "good" and "excellent" category increased each time on all ten check list items. The average percentage of student response in the "excellent" column increased from 26% in 1971 to 51.6% in 1973. The greatest gain occurred in the "good" or "excellent" categories relative to the item, "The media center has enough seats and work areas". Other items of significant positive change occurred in the "good" or "excellent" category include, "The media center checks non-book materials (filmstrips, etc.) and equipment out for home use", "The media center has good books to read", "The media center has records, tapes, filmstrips, globes, etc. for our use", "The media center is open before and after school, and at noontime", and "Help

in finding materials is always available". The item which produced the closest unanimity of agreement on the three year respondents was "The media center can be used during the day" with only 10% increase.

The average percentage of student response by the pre-project check list respondents in the "poor" Column was 14.7%. Only 6.6% of all mid-project respondents and 2.6% of all post-project respondents described their media center service as "poor".

The results indicate that students see the school's media center as providing services far in excess of the pre-project year. Students seem to have a very positive attitude about the media center. Complete data may be found on Table IV, Appendix C.

D. Student Attitude Survey

Evaluation Design

An evaluation design was developed for the purpose of assessing the attitudes which the intermediate grade students held with regard to their own particular learning styles and the degree to which they perceived their school as a facilitator of those learning styles. An attempt was made to determine positive or negative changes in attitude during this period which could be identified as being directly attributable to student involvement in the media center program.

This evaluative instrument was distributed to a representative sampling of intermediate grade students in May, 1971, again in May, 1972, and a third time in May, 1973. The form was of a "multiple choice, sentence completion" type.

Findings

The responses to each item were greatly diffused and far from unanimous. One of the attitudinal factors surveyed in the instrument dealt with student feeling regarding the materials used in the learning process. To item #2 ("Learning from books is..."), the responses showed 46% of the post-project group responded "...very interesting" and "...interesting sometimes", with only 8% responding "...sometimes dull". Item #10 offered different choices to the same sentence beginning ("Learning from books is...") and the responses in 1973 showed 98% felt books were a good way to learn. In item #15, 32% of the post-project respondents indicated, "I learn best when using... books", showing a decrease from 50% pre- and 62% mid-project responses. However, 39% responded in 1973 to all (written in) indicating that not only do they learn when using books, but, also, when using filmstrips, records, tapes, pictures. This was a significant increase over the pre- and mid-project response.

Another attitudinal factor assessed through this survey was student feeling regarding group and individualized learning. In item #6, 54% of the post-project group responded, "I learn best when...I work by myself", while 30% answered "...I work with a friend", and 16% responded "...I work in a group". Item #13 reflected this same attitude as 54% of the post-project respondents indicated "I can't learn much when...I work in a group". However, 54% of the post-project responses to item #16 indicated that students felt "In class, working with others is...sometimes fun" and 36% "...a lot of fun".

The attitude of the students regarding the school was reflected in several different responses. In response to "The best thing about this school is...", 31% checked "...the fun we have in class", 28% checked "...the materials we use", 26% "...the things we learn", 11% "...the kids in it", and only 4% checked "...recess" on the post-project survey. To the item, "The worst thing about this school is..." 45% of the students responded by writing in "nothing", 25% checked "...that we have to stay in school so long", 21% indicated "...the kids in it", 8% felt "...the things we have to study", 1% checked "...that we almost never have fun", but there was no checked for "...the materials we use" on the post-project questionnaire. A vast majority of the 1973 respondents (85%) indicated "This school...is my idea of a good school".

The Student Attitude Survey evaluation was designed to examine attitudes of students regarding instructional materials used in the learning process, individual and group learning, schoolwork, studying and school in general.

Data gathered over the two year span reveals positive changes have occurred in the student attitudes as measured by this instrument. Complete results derived from this form are included in Appendix D of this report.

E. Student Skills Test

Evaluation Design

A three part student skills evaluation design was created for the purpose of determining the amount of growth, if any, Birch Lane students made during the project year relative to reading achievement, listening skills and library usage skills.

Reading Achievement

The reading achievement portion of the study was limited to those students for whom standardized test scores were available. The instruments used for comparative purposes included the Cooperative Primary Reading Test, the Stanford Achievement Test (Reading), the Comprehensive Test of Basic Skills (Reading) Form Q, Level 2 and the Lorge-Thorndike Intelligence Test, Verbal Battery, Form 2, Level D. Much of the information contained herein is included for future evaluation baseline purposes, only, and not as contemporary comparative data.

Listening Achievement

The listening achievement portion of the study involved students randomly selected from each grade level, kindergarten through grade six. The instruments used included the Santa Clara Inventory of Developmental Tasks (Auditory Memory) tasks I - IV at the kindergarten level and tasks I - VI in grade 1; the Durrell Listening Test and an informal, teacher-constructed listening tape in grade 2; an informal, teacher-constructed listening tape used in grades 3 and 4; and tape #1, Listen: Hear - "How to Listen" (Paul S. Amedon & Associates, Inc.) in grades 5 and 6.

Library Skills Achievement

Data were gathered for the purpose of assessing student achievement in library skills as a vital and necessary function of efficient media center utilization. One hundred fifth and sixth grade students were administered the informal "Test of Library Skills" before the project year, in June of 1972 and again in June of 1973. The 27 multiple choice items dealt with a variety of skills used by students in the school's media center.

Findings

Reading Achievement

A comparative analysis of the results of group testing at grades one, two, and three shows no significant change. However, increase in achievement was evidenced by students taking the COOP in 1971 as first graders, in 1972 as second graders, and in 1973 as third graders.

Grade 6 SAT and CTBS results indicate a general, recent down-trend in achievement scores both district-wide and within the school. Prior years data show Birch Lane sixth grade reading achievement levels to be consistently below all district achievement levels. However, the median scores remain above actual grade placement on publishers norms for the years 1969-72.

The results of the Lorge-Thorndike Intelligence Test were used in this study to assess the relative intelligence level of the sixth grade students within the district. These results indicate that, although all-district and school scores fall in the average range, the all-district scores are consistently higher than the Birch Lane scores. It would also appear that a positive correlation exists between SAT and CTBS grade six achievement scores and Lorge-Thorndike scores relative to the downward trend.

The results indicate that students who have media center services available do not show appreciably different results from those of students in similar schools without such services. However, some discernable gains did occur in the reading achievement levels of those students who were first graders through third grade during this study. (See Appendix E1).

Listening Achievement

Approximately 190 kindergarten through sixth grade students were involved in the listening achievement portion of this study. Significant gains were attained by the subjects at each of the grade levels.

Kindergarten students were asked to perform four tasks from the auditory memory section of the Santa Clara Inventory of Developmental Tasks. The data reveals an average of 23% increase in the number of students attaining a perfect score on each of the tasks.

First grade students were also given the auditory memory section of the Santa Clara Inventory of Developmental Tasks with tasks V and VI added. An average January to June increase of 19.1% was attained by the students completing the tasks correctly. The following year 100% of the first graders completed three of the tasks correctly.

The Durrell Listening Test was used with the second grade class in January and June of 1972. The only results reported herein, are those for which both pre- and post-test data were available. Test results were not used in cases where children were not present for both tests, nor in cases where children attained the highest possible score on the first test. All students tested achieved at the story "2" level on the post-test while 9% of the pre-test subjects scored below the story "2" level.

In June, 1973, the listening test used for the second grade was a teacher constructed ten item listening tape which was put on a tape. An analysis of the data is of no significant information at this time, but will be useful in following years.

A thirteen item informal listening test was constructed and put on tape for use with students from the third and fourth grade levels. An analysis of the collected data suggests a significant gain in listening skill by both age groups from the first to the third testing. Forty-six percent of the third grade students missed five or more items in January, 1972, 12% of the subjects missed five or more items five months later, while only 4% missed more than five in May, 1973.

Similar gains were evidenced at the fourth grade level. Of the total number of students involved in the study, 25% missed one or less on the pre-test, 57% on the mid-test and 76% of the post-test respondants missed one or less.

The fifth and sixth grade students were required to complete two, eight item sets of oral directions. Post-project listening test scores were significantly higher than January and May of 1972 at both grade levels. Fifty percent of the fifth graders scored 100% on the post-test while none of the

respondants did so on either of the first two tests. Sixty-eight percent of the sixth graders scored 100% on the post-test while, 48% of the students at the mid-test and only 3% on the pre-test scored the same.

Four of the five instruments designed to assess listening achievement levels yielded results indicating significant gains during the year and a half being evaluated. Only at the second grade have the results been inclusive. The pre- and mid-test results may be attributed to the nature of the instrument and/or the limited number of subjects completing the study. With the changing of the testing instrument future results should be of more value at this level. It would seem from the results of the listening tests at the other levels that the extensive student involvement with the media center and its activities had a direct and significant bearing on the elevation of students' listening achievement levels. (See Appendix E2).

Library Skills Achievement

One hundred ten randomly selected fifth and sixth grade students were administered the informal, multiple choice "Test of Library Skills" in March and June, 1972, and again in June, 1973. The results of the March pre-test indicated that 47.7% of the students had attained a correct score of 50% or better on the 27 item instrument while on the test three months later, 57.1% of the students scored the same level of accuracy. On the post-test given in June, 1973, 84% of the students answered the questions correctly with a 50% or better degree of success. The scores were widely spread on all three tests. The results indicate definite growth during the study period indicating the value of integrating the skills into the regular classroom curriculum as a significant part of the media center program. (See Appendix E3).

F. Parent Attitude Survey

Evaluation Design

A ten item questionnaire was developed and randomly distributed in May, 1972, and again in June, 1973, to one-third of the kindergarten through grade six parents of the Birch Lane community. The questions dealt, to a considerable degree, with parental interpretation of and reaction to 1) the effect the media center had on their child's level of academic achievement, 2) the degree and nature of media usage by the child, and 3) the child's own opinion of the media center. The questionnaire also provided the opportunity for responding parents to include any specific comments they may have wished to make regarding the media center or its program.

Findings

One hundred ninety Birch Lane School parents responded to this parent survey distributed in May, 1972, and 200 responded in June, 1973. The data reveals that the parents responded in a significantly positive manner to the quesionnaire both times.

A large percent of the responding parents (59% pre-, 76% post) indicated that their children mentioned the media center program at Birch Lane "many times". In responding to the way the children felt about the media center, a greater percent of the parents (70% pre-, 78% post-) responded that their children "really liked it".

The most frequently mentioned item used in the media center was books (27% and 97%) closely followed by filmstrips (18%; 45%), records (13%;46%) and tape recordings (15%;73%). Ninety-two percent on the pre-test and 99% on the post-test indicated that they felt their children learned "quite a bit" or "some" through the use of the media center materials. On the post-test responses to the question, "Does he seem to read more as a result of this program?" 4% answered "no" and 9% "can't read". Informal tabulation showed these responses were from parents of kindergarten students. Perhaps more valid data to this questionnaire could be obtained if a division by grade level of the responses had been kept. The same is felt to be true of the question asking about the "improvement of school work" where post-test responses were 46% maybe, 2% no, and 52% yes.

Responses to the "frequency of use of the media center" increased from 57% to 87% on the post-test indicating use daily or several times a week. Sixty percent of the parents responded that their children had "brought home material and equipment to show things to other members of the family" on the pre-test and 98% so responded on the post-test. High percentages on both tests stated their opinion of the media center was "helpful" or "very helpful" (93% pre-; 99% post-test).

On the individual, specific, written remarks made by the responding parents (item #10) for both years, most were overwhelmingly and enthusiastically supportive of the media center. However, only responses to the post-test are included. Many suggested that the media center makes learning fun and therefore increases learning efficiency while others pointed to the vast utilization of the wide variety of materials as being outstanding, positive aspects of the center. A couple of responses on the pre-test indicated negative reactions to the "noise level", the center as a "glorified playground" and allowing students to take home "expensive equipment".

The results of the Parents Attitude Survey indicate a significantly positive attitude expressed by the parents toward the media center. They reported that their children mentioned the center often and like to use it. Most parents thought it was of value to their children, increasing their reading as a result of the media center program. (See Appendix F).

CONCLUSIONS

The evaluation data presented in this report have been compiled for the purpose of assessing, as precisely as possible, the degree to which the educational objectives of the Birch Lane School's (ESEA Title II, Phase 2) media center program have been met. In implementing the overall design for this research project, a wide variety of teacher, student and parent evaluations were examined.

The first part of the evaluation sections (Testing Methods) includes data gathered to analyze the media center program relative to the media utilization patterns of the Birch Lane Media Center. The "Teacher Value Rating of Media" revealed a high degree of interest in media by teachers and that they considered these materials to be vitally important to the learning process. The results of the study showed a significant increase in the importance teachers placed on instructional media as well as an increase in its usage by students and teachers.

The "Teacher Evaluation of Media Service" section reveals that teachers see much greater educational value in the present media center than the pre-project library. They feel that it supports and enhances "new teaching methods" including the concepts of individualized instruction and independent learning.

Media Center services were also examined by the students at Birch Lane in this study. In the "Student Evaluation of Media Services" section the results indicate that the students see the media center providing services far in excess of their pre-project library. They felt that the greatest change occurred in the areas of available seating and work space, availability of non-book materials and equipment for home and school uses, and the quality of printed materials in the media center.

The remaining evaluation sections were concerned with the degree the basic educational objectives for the media center program were accomplished. Attitudes, related to the degree to which students perceived their school as a facilitator of learning, were examined in "Student Attitude Survey". Positive changes were observed in the attitudes of the students regarding instructional materials used in the learning process, individual and group learning, schoolwork, studying, and school in general.

The "Student Skills Test" portion of the study attempted to assess the relative growth students made in the areas of reading skills, listening skills, and library usage skills. Conclusive evidence supporting modification of reading achievement levels of Birch Lane students as a result of involvement in media center activities could not be identified. However, some discernable gains did occur in the reading achievement levels

of those students who were first graders through third grade during the study. Significant gains were identified in the areas of listening skills and library skills in this study.

Parent responses secured through the "Parent Attitude Survey" were extremely positive. A very strong expression that the media center was educationally beneficial to their children, was offered by the parents.

The results of this second attempt to evaluate the media center program at Birch Lane School indicate that the resources of a media center in the hands of good teachers can make a difference in pupil achievement. However, it is recommended that to strive for a more efficient educational approach to learning that we:

1) continue professional growth opportunities for all members of the school staff;
2) continue with evaluation to make improvements in the program and services;
3) continue the development of the media and equipment collection; and
4) expand the services in the area of media production by students.

Appendix A

TABLE I

TEACHER VALUE RATING OF MEDIA

Check the frequency of use of the following media in your daily instructional program:

1 - Never
2 - Seldom (Less than once a month)
3 - Occasionally (Less than once a week)
4 - Often (More than once a week)
5 - Regularly (Daily)

	1	2	3	4	5
Textbooks	-	17%	11%	22%	50%
	-	(18%)	(12%)	(24%)	(41%)
Library Books	-	-	6%	22%	72%
	-	-	-	(24%)	(76%)
Magazines	13%	50%	25%	6%	6%
	-	(29%)	(59%)	(6%)	(6%)
Newspapers	31%	38%	31%	-	-
	-	(35%)	(41%)	(24%)	-
Pamphlets	24%	35%	41%	-	-
	(29%)	(35%)	(29%)	(6%)	-
Maps	12%	35%	35%	18%	-
	(12%)	(29%)	(35%)	(24%)	-
Globes	17%	33%	44%	6%	-
	(12%)	(24%)	(41%)	(24%)	-
Charts	17%	53%	6%	18%	6%
	-	(12%)	(71%)	(12%)	(6%)
Pictures	11%	33%	39%	11%	6%
	(6%)	(29%)	(47%)	(12%)	(6%)
Filmstrips	-	11%	44%	28%	17%
	-	-	(24%)	(53%)	(23%)
Study Prints	11%	28%	44%	11%	6%
	-	(12%)	(47%)	(24%)	(18%)
Records	-	6%	18%	35%	41%
	-	(12%)	(18%)	(47%)	(24%)
Tapes	-	31%	25%	25%	19%
	-	(6%)	(18%)	(41%)	(35%)
Transparencies	38%	37%	19%	-	6%
	(36%)	(29%)	(35%)	-	-
8 mm Loops	53%	18%	6%	23%	-
	(12%)	(18%)	(35%)	(29%)	(6%)
Films	6%	6%	19%	63%	6%
	(12%)	-	(24%)	(59%)	(6%)
Slides	19%	50%	19%	6%	6%
	(18%)	(29%)	(41%)	(12%)	-

Parentheses indicate post scores.

TABLE II

TEACHER VALUE RATING OF MEDIA

How important do you feel the following media is to the learning process?

1 - Very Helpful
2 - Helpful
3 - Somewhat Helpful
4 - No Help

	1	2	3	4
Textbooks	28%	55%	17%	-
	(24%)	(47%)	(29%)	-
Library Books	83%	17%	-	-
	(88%)	(17%)	-	-
Magazines	22%	44%	28%	6%
	(12%)	(53%)	(35%)	-
Newspapers	11%	44%	28%	17%
	(12%)	(41%)	(47%)	-
Pamphlets	11%	28%	61%	-
	(12%)	(29%)	(59%)	-
Maps	6%	66%	17%	11%
	(41%)	(47%)	(12%)	-
Globes	11%	39%	39%	11%
	(47%)	(41%)	(6%)	(6%)
Charts	24%	29%	35%	12%
	(24%)	(59%)	(18%)	-
Pictures	18%	53%	29%	-
	(29%)	(53%)	(18%)	-
Filmstrips	89%	11%	-	-
	(94%)	(6%)	-	-
Study Prints	39%	44%	17%	-
	(59%)	(35%)	(6%)	-
Records	61%	39%	-	-
	(76%)	(24%)	-	-
Tapes	61%	33%	6%	-
	(88%)	(12%)	-	-
Transparencies	17%	50%	22%	11%
	(18%)	(41%)	(29%)	(12%)
8 mm Loops	55%	28%	17%	-
	(65%)	(29%)	(6%)	-
Films	88%	6%	6%	-
	(94%)	(6%)	-	-
Slides	42%	32%	26%	-
	(47%)	(35%)	(18%)	-

Parentheses indicate post scores.

Appendix B

TABLE III

TEACHER EVALUATION OF MEDIA CENTER SERVICES

Please read and respond to each of the following statements, checking the blank which best describes the way you feel the media center fulfills the statement.

	None	Poor	Fair	Good	Excellent
1. The media center makes materials readily available for independent learning.		6%	25%	39% 16% 8%	28% 84% 92%
2. The media center provides materials that are adequate and appropriate for indivdualized instruction and independent learning.	6%	11%	10% 4%	22% 25% 17%	6% 71% 83%
3. The media center provides book and non-book resources which meets the varying skills of students.		17%	50% 9%	33% 17% 9%	 74% 91%
4. The media center provides equipment necessary to experiment with new teaching methods.	6%	65% 5%	29% 5%	 50% 45%	 40% 55%
5. The media center provides materials necessary to experiment with new teaching methods.	6%	59% 5%	35% 10% 9%	 45% 17%	 40% 74%
6. The media center serves as a center for the production of materials for student and teacher use such as mounted pictures, tapes, transparencies 8 mm films, slides.	47% 14%	41% 14%	12% 18% 14%	 27% 32%	 27% 54%
7. The media center is effective in leading the students to self-discovery.	6%	47%	41% 27% 4%	6% 46% 25%	 27% 71%
8. The media center provides an atmosphere conducive to learning.	5%	26% 4%	42% 8% 8%	22% 38% 9%	5% 50% 83%
9. The media center checks books out for home use.	6%			17% 8%	72% 92% 100%

	None	Poor	Fair	Good	Excellent
10. The media center provides non-book materials for home use.	21%	28%	28% 4%	17% 39% 9%	6% 57% 91%
11. The media center distributes equipment to all areas of the school.	29%	36%	6% 12%	29% 12% 12%	 76% 88%
12. The media librarian is available at all times to work with classes, small groups or individual students.		41% 4%	35% 20% 9%	18% 32% 27%	6% 44% 64%
13. Teachers and students help in the selection of materials for the media center.	7%	27%	33% 5%	20% 45% 17%	13% 50% 74%

14. I think the best feature of our media center is _____

_____

15. I think the worst feature of our media center is _____

_____

16. I use the media center myself: (underline best choice)

	4%		Never
6%			Seldom (less than once a month)
70%	4%	4%	Occasionally (less than once a week)
18%	92%	96%	Often (more than once a week)
6%			Once a week (written in)

Appendix C

STUDENT EVALUATION OF MEDIA CENTER SERVICES

Please read and respond to each of the following statements, checking the blank which best describes the way you feel the media center fulfills the statement.

	None	Poor	Fair	Good	Excellent
1. The media center is a good place to read or study.		16%	28%	35%	20%
	2%	8%	37%	40%	13%
		3%	16%	42%	39%
2. The media center has books to make class assignments easier.	1%	7%	33%	38%	21%
		10%	16%	43%	31%
		5%	12%	35%	48%
3. The media center has good books to read.	2%	9%	24%	33%	32%
	1%	3%	16%	37%	43%
		4%	12%	30%	54%
4. The media center has records, tapes, filmstrips, globes, etc. for our use.	5%	13%	25%	32%	25%
	4%	4%	12%	37%	44%
		3%	15%	27%	55%
5. Help in finding materials is always available.	1%	15%	28%	31%	25%
	2%	9%	31%	25%	33%
		3%	15%	27%	55%
6. The media center checks books out for home use.	2%	8%	15%	41%	34%
	3%	3%	11%	50%	33%
			5%	33%	62%
7. The media center checks non-book materials (filmstrips, etc.) and equipment for home use.	22%	20%	17%	23%	18%
	5%	6%	23%	33%	33%
			3%	26%	71%
8. The media center can be used during the day.		4%	18%	39%	39%
		2%	10%	38%	50%
			12%	34%	54%
9. The media center is open before and after school, and at noontime.	10%	21%	14%	23%	32%
	2%	6%	17%	40%	35%
			14%	43%	43%
10. The media center has enough seats and work areas.	7%	34%	27%	18%	14%
	3%	15%	24%	29%	29%
	1%	8%	23%	33%	35%

In each category the first score indicates pre-test, the second score indicates mid-test, and the third score indicates post-test.

Appendix D

MULTIPLE CHOICE SENTENCE COMPLETIONS

Put an X in front of the one ending that makes the sentence most nearly true for you. Do every one. There are no right or wrong answers.

Pre	Mid	Post		
			1.	My schoolwork
16%	17%	31%		___is a lot of fun
66%	66%	63%		___is sometimes fun
12%	12%	6%		___isn't much fun
6%	5%	0%		___is not fun at all
			2.	Learning from books is
27%	24%	46%		___very interesting
40%	36%	46%		___interesting sometimes
23%	25%	8%		___sometimes dull
10%	14%	0%		___very dull and boring
			3.	Studying is
15%	17%	23%		___a lot of fun
55%	56%	62%		___sometimes fun
22%	20%	12%		___not much fun
8%	7%	3%		___not fun at all
			4.	The best thing about this school is
12%	16%	11%		___the kids in it
17%	21%	26%		___the things we learn
18%	23%	4%		___recess
15%	16%	28%		___the materials we use
38%	24%	31%		___the fun we have in class
			5.	My schoolwork is
4%	6%	0%		___very hard
45%	52%	38%		___sort of hard
40%	31%	53%		___sort of easy
11%	11%	9%		___very easy for me
			6.	I learn best when
68%	52%	54%		___I work by myself
31%	37%	30%		___I work with a friend
1%	11%	16%		___I work in a group
			7.	If only teachers
31%	25%	20%		___would make us work harder
53%	39%	34%		___wouldn't make us work so hard
16%	36%	46%		___like it the way it is (written in)

Pre	Mid	Post		
			8.	In class, working with others is
16%	17%	15%		___the best way for me to learn
55%	47%	53%		___sometimes good, sometimes not
19%	23%	25%		___not as good as working alone
10%	13%	7%		___a waste of time for me
			9.	My schoolwork is
21%	19%	42%		___very interesting
53%	58%	45%		___interesting sometimes
19%	18%	13%		___sometimes dull
7%	5%	0%		___very dull and boring
			10.	Learning from books is
49%	45%	65%		___a good way to learn
42%	40%	33%		___good, but I can learn more in other ways
4.5%	8%	1%		___not a very good way to learn
4.5%	6%	1%		___not at all a good way to learn
			11.	Studying is
10%	12%	4%		___very dull and boring
21%	22%	14%		___sometimes dull
56%	52%	56%		___interesting sometimes
13%	14%	26%		___very interesting
			12.	The worst thing about this school is
21%	17%	21%		___the kids in it
15%	13%	8%		___the things we have to study
7%	2%	0%		___the materials we use
8%	9%	1%		___that we almost never have fun
42%	31%	25%		___that we have to stay in school so long
7%	9%	45%		___nothing (written in)
			13.	I can't learn much when
20%	24%	26%		___I work by myself
21%	18%	16%		___I work with a friend
59%	58%	54%		___I work in a group
		4%		___did not respond
			14.	If only teachers
41%	46%	29%		___would tell us just what they want
55%	36%	48%		___would give us more chance to work things out for ourselves
4%	13%	15%		___like it the way it is (written in)
	5%	8%		___did not respond

Pre	Mid	Post		
			15.	I learn best when using
50%	62%	32%		___books
18%	11%	19%		___filmstrips
16%	11%	4%		___records, tapes
10%	12%	6%		___pictures
6%	4%	39%		___all (written in)
			16.	In class, working with others is
4%	7%	3%		___not fun at all
7%	10%	7%		___not much fun
53%	55%	54%		___sometimes fun
36%	28%	36%		___a lot of fun
			17.	Learning from filmstrips, records, and pictures is
55%	48%	75%		___a good way to learn
34%	9%	24%		___good, but I can learn more in other ways
4%	15%	1%		___not a very good way to learn
7%	28%	0%		___not at all a good way to learn
			18.	I learn best when
35%	48%	39%		___the teacher helps me
16%	9%	17%		___another pupil helps me
15%	15%	5%		___someone in my family helps me
34%	28%	39%		___I can work it out for myself
			19.	In class, working by myself is
14%	13%	21%		___no fun at all
19%	19%	13%		___not much fun
41%	42%	35%		___sometimes fun
26%	26%	31%		___a lot of fun
			20.	Studying is
57%	44%	58%		___very helpful to me
34%	42%	34%		___helpful if there is not too much
2%	7%	4%		___not very helpful for me
7%	7%	4%		___a waste of time for me
			21.	In class, working by myself is
26%	24%	30%		___very easy
44%	46%	31%		___easier than working with others
24%	23%	25%		___harder than working with others
6%	7%	9%		___very hard
0%	0%	5%		___none of these (written in)

Pre	Mid	Post		
			22.	If only teachers
27%	25%	20%		___would make us behave better
71%	63%	53%		___would trust us more on our own
0%	12%	14%		___stay the same (written in)
0%	0%	13%		___neither (written in)
			23.	I am happiest when
44%	43%	38%		___I'm with a friend
44%	38%	48%		___I'm with my family at home
6%	11%	7%		___I'm alone
6%	8%	7%		___I'm in school
			24.	In class, working by myself is
35%	35.5%	46%		___the best way for me to learn
51%	51%	41%		___sometimes good, sometimes not
9%	8.5%	10%		___not as good as working with a group
5%	5%	3%		___a waste of time
			25.	This school
43%	62%	85%		___is my idea of a good school
52%	27%	15%		___is O.K. but it could be better
2%	2%	0%		___isn't very good
3%	9%	0%		___is pretty bad--I don't like it
			26.	The best thing about our library (media center) is
				see attached page
			27.	The worst thing about our library (media center) is
				see attached page
			28.	I use the library (media center) myself:
4%	9%	0%		never
13%	6%	0%		seldom
32%	29%	19%		occasionally (less than once a week)
49%	56%	42%		often (more than once a week)
1%	0%	0%		once a week (written in)
		11%		all the time (written in)
		26%		every day (written in)
		1%		every recess and other times during the day (written in)

26. The best thing about our library (media center) is

good books
The nice teachers and the materials.
I don't have a favorite thing. It's a good library.
The things you have.
It has a lot of books, filmstrips, records, tapes.
It helps you a lot and it's a good place to study.
The equipment.
You learn alot from it.
It has lots of things.
You can work in it.
Everything.
You can do your work and read.
It's fun. The people help you.
It's quiet.
There's only one and I love it.
The librarian.
You can find a book when you need it.
It's there.
The people and everything.
The help we get.

27. The worst thing about our library (media center) is

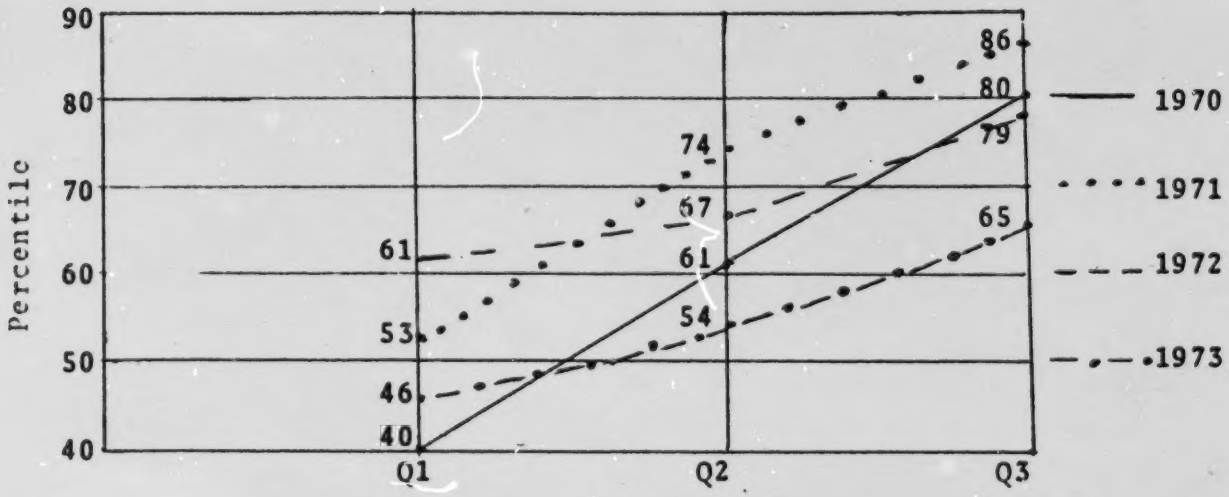
too big
Nothing at all!
Its sometimes noisy.
Hard books.
Over due books.
The people who goof off.
Doesn't have enough of the right type of books.
There are always a lot of people.
You can not talk loud.
Not enough record players.
That we can't play cards even if we're quiet.
Worrying about getting books in on time.
Not enough help.

Appendix E1

Cooperative Primary Reading Test

Birch Lane School

Grade 1

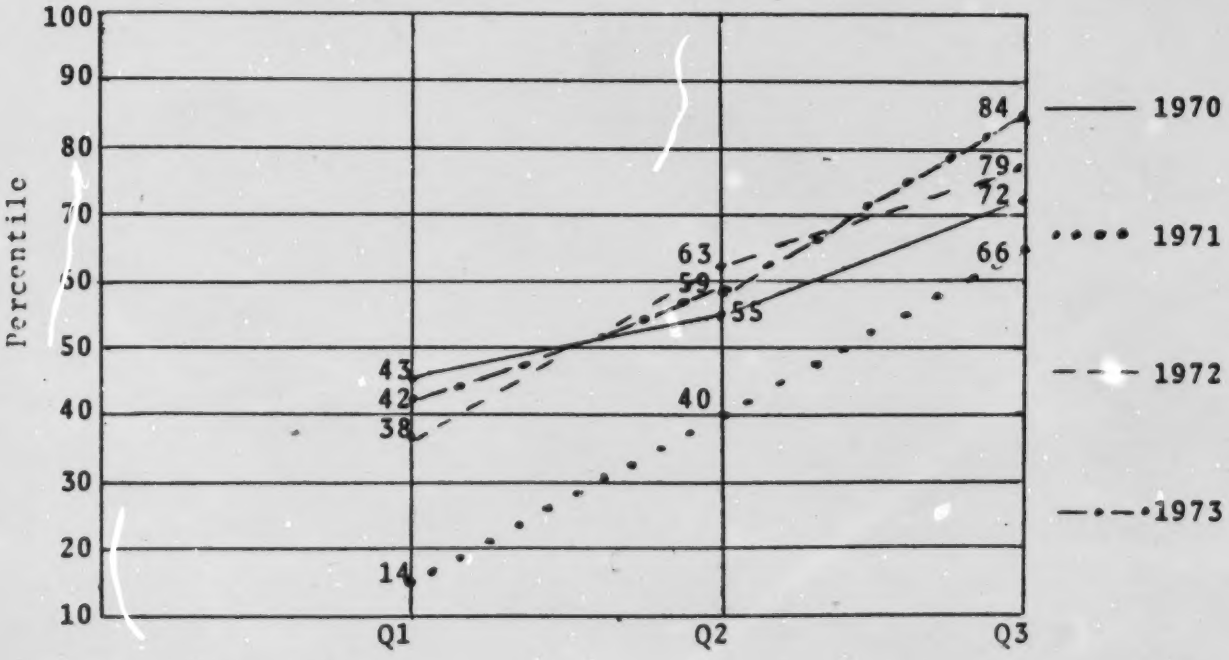


Cooperative Primary Reading Test

Stanford Achievement Test (Reading)

Birch Lane School

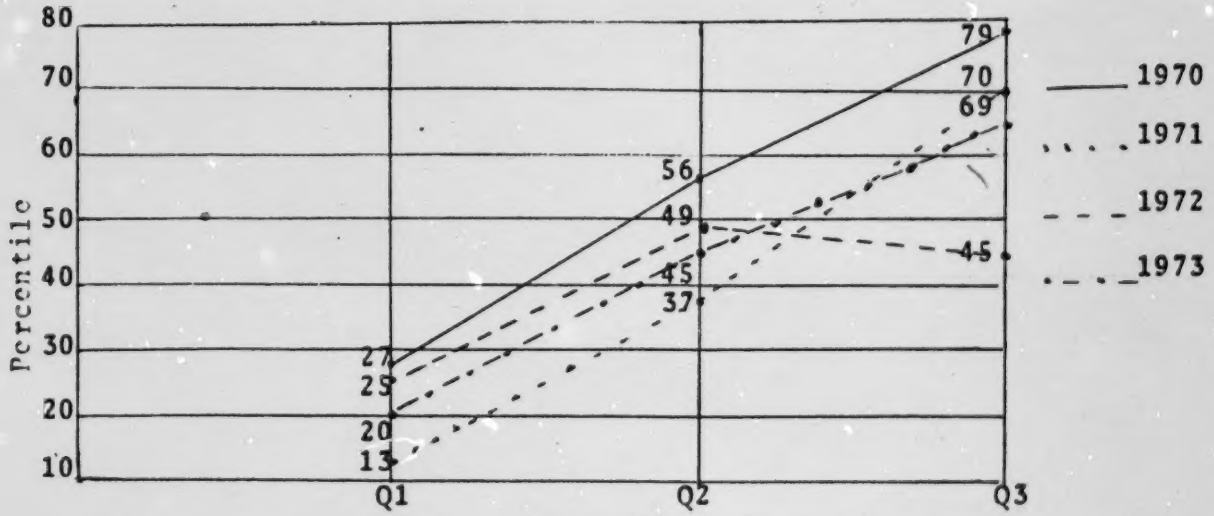
Grade 2



Cooperative Primary Reading Test

Birch Lane School

Grade 3



Stanford Achievement Test (Reading

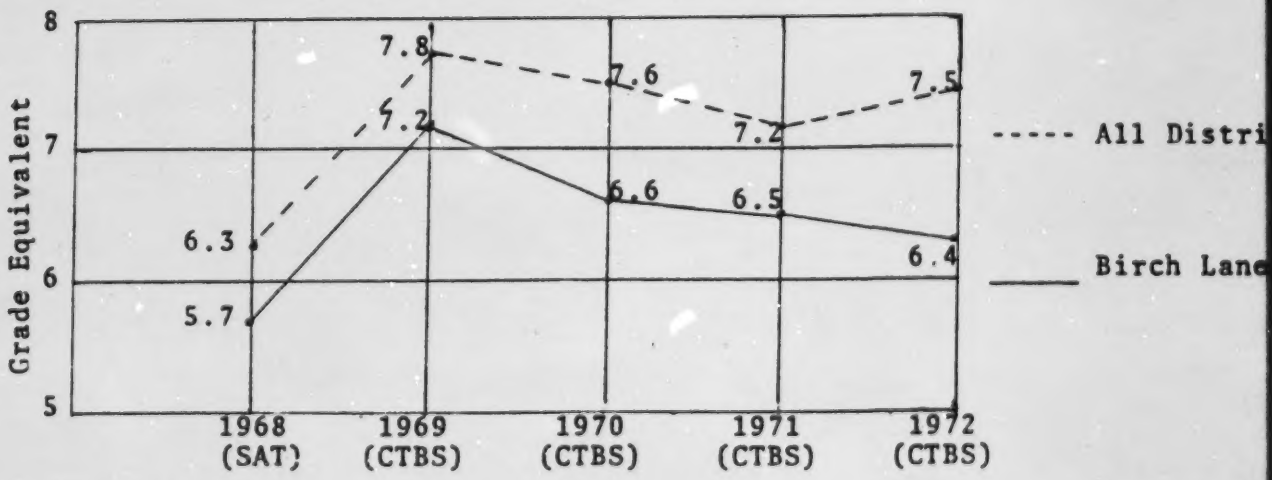
Comprehensive Test of Basic Skills (Reading)

(Level 2 Form Q)

Birch Lane School

All District

Grade 6

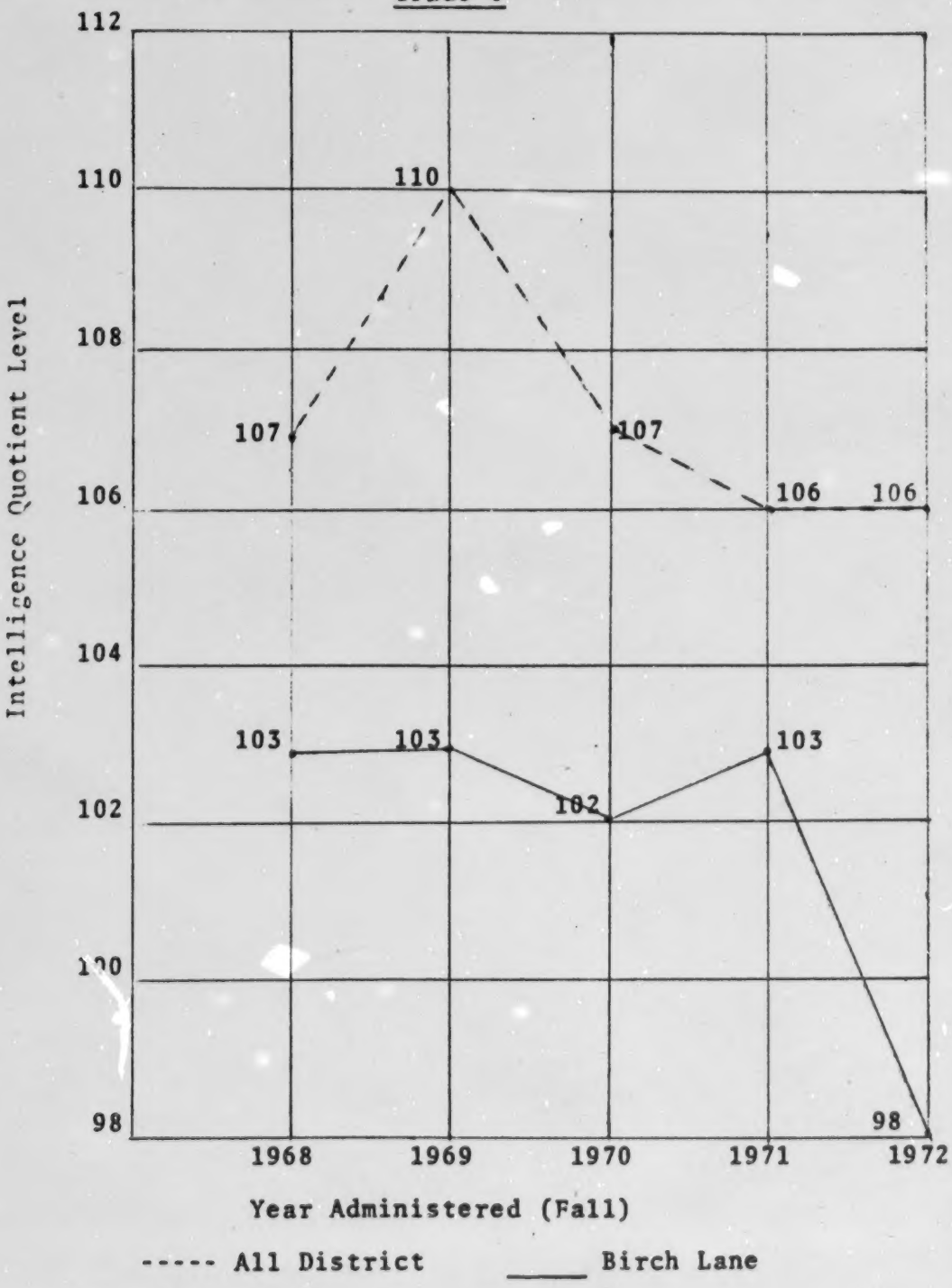


Lorge-Thorndike Intelligence Test

(Form 1, Level D - Verbal)

Birch Lane School
All District

Grade 6

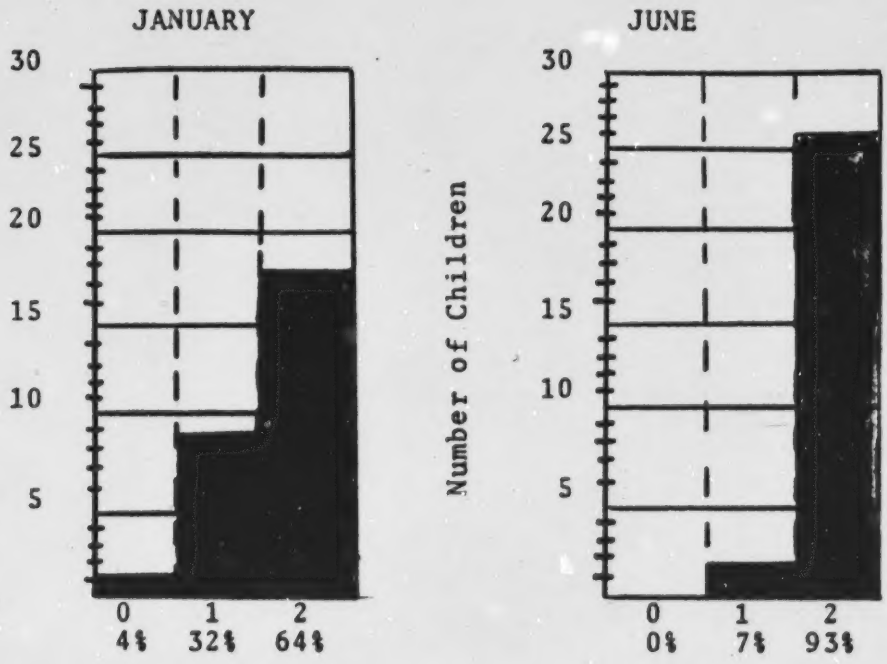


Appendix E2

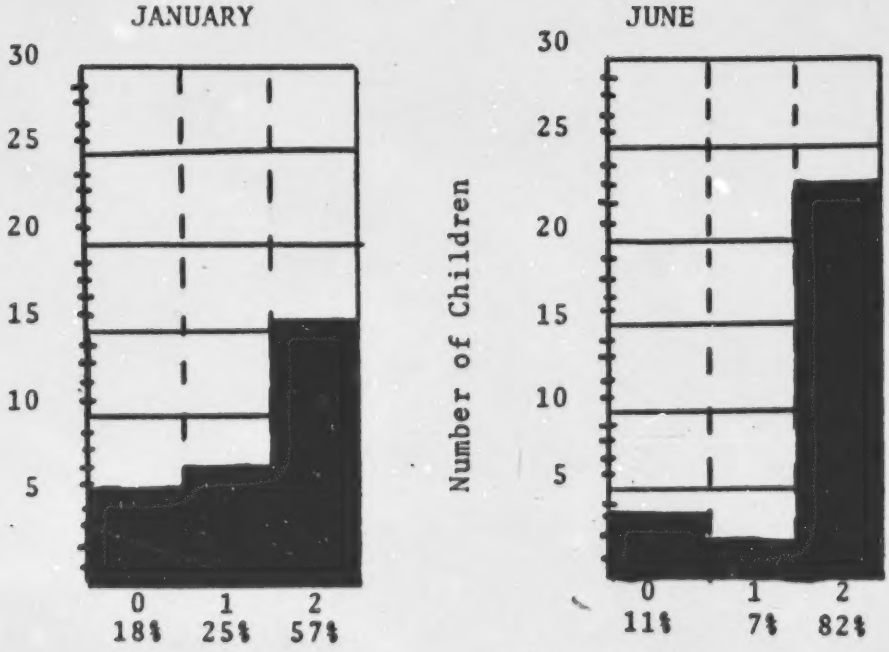
28 CHILDREN TESTED

LISTENING SKILLS TEST - KINDERGARTEN

TASK 1



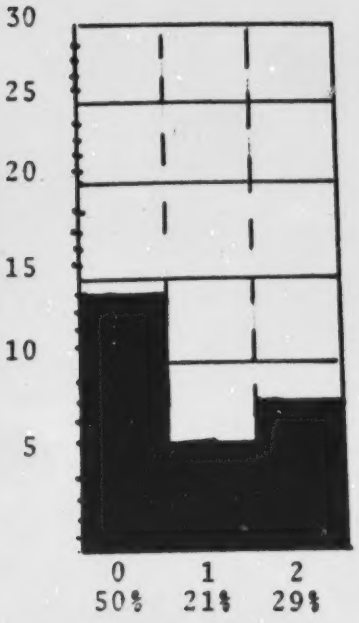
TASK 11



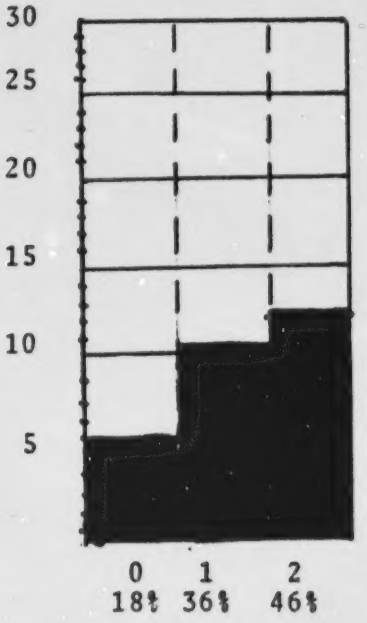
LISTENING SKILLS TEST - KINDERGARTEN

TASK 111

JANUARY

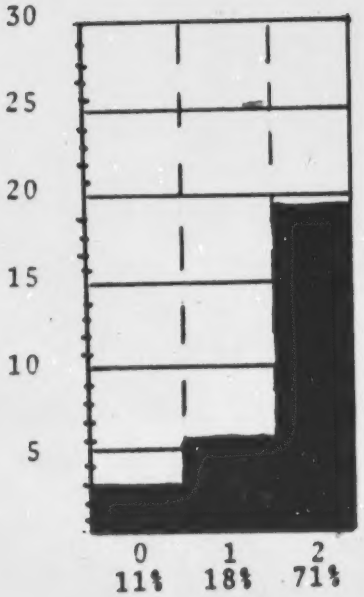


JUNE

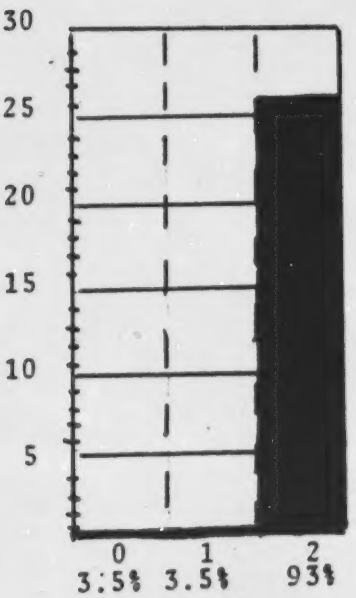


TASK 11

JANUARY



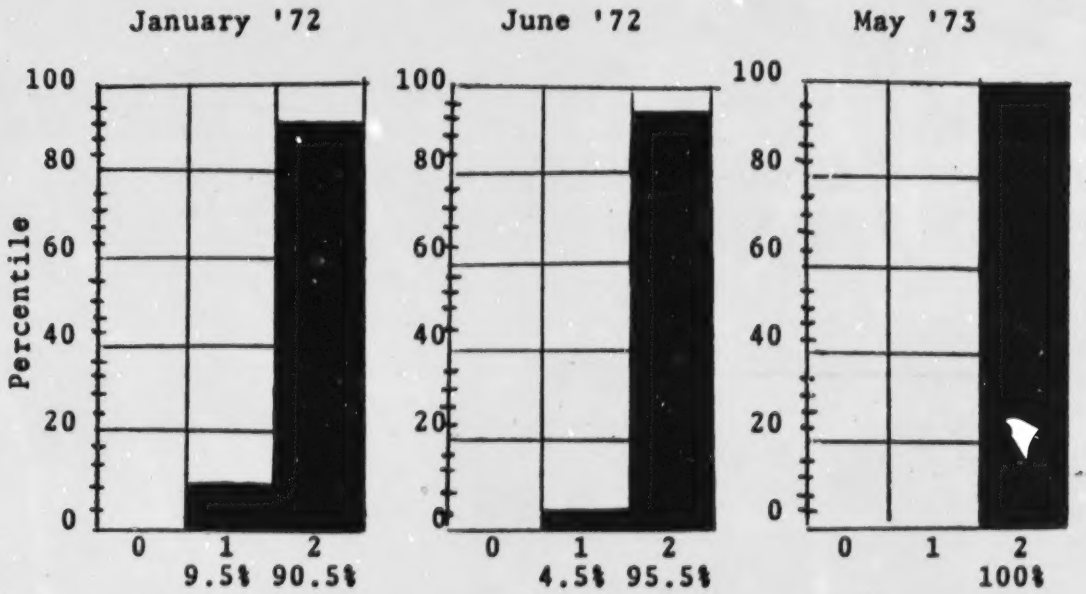
JUNE



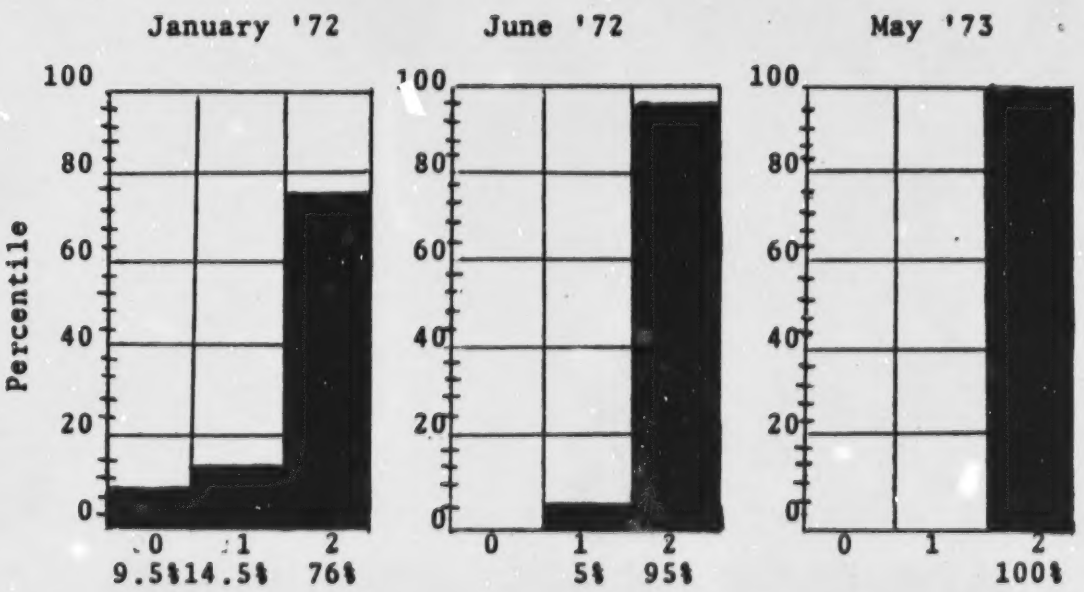
Appendix E2

LISTENING SKILLS TEST - FIRST GRADE

TASK 1

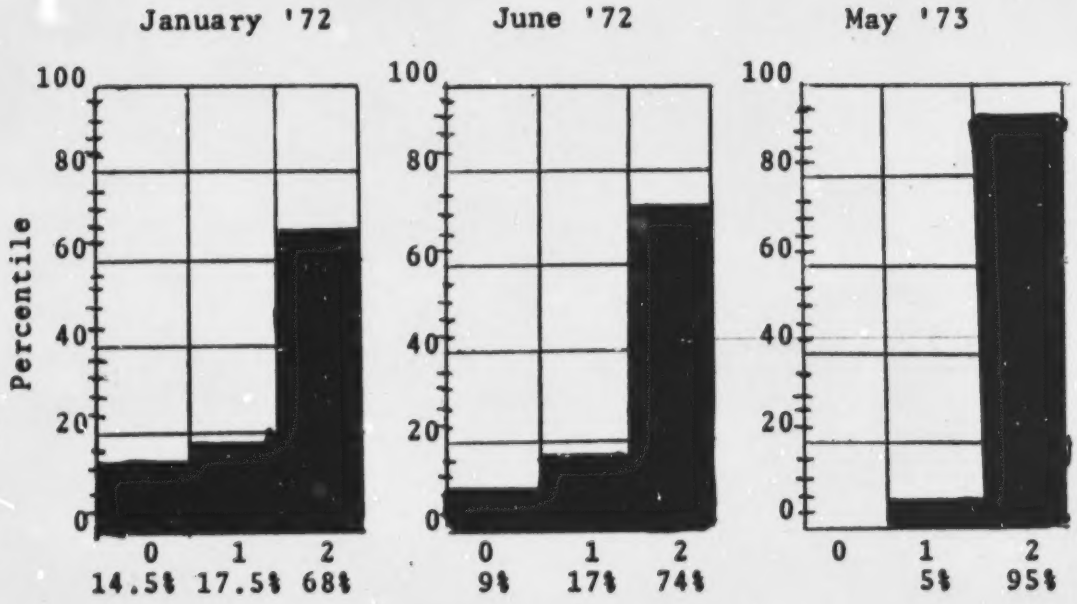


TASK 11

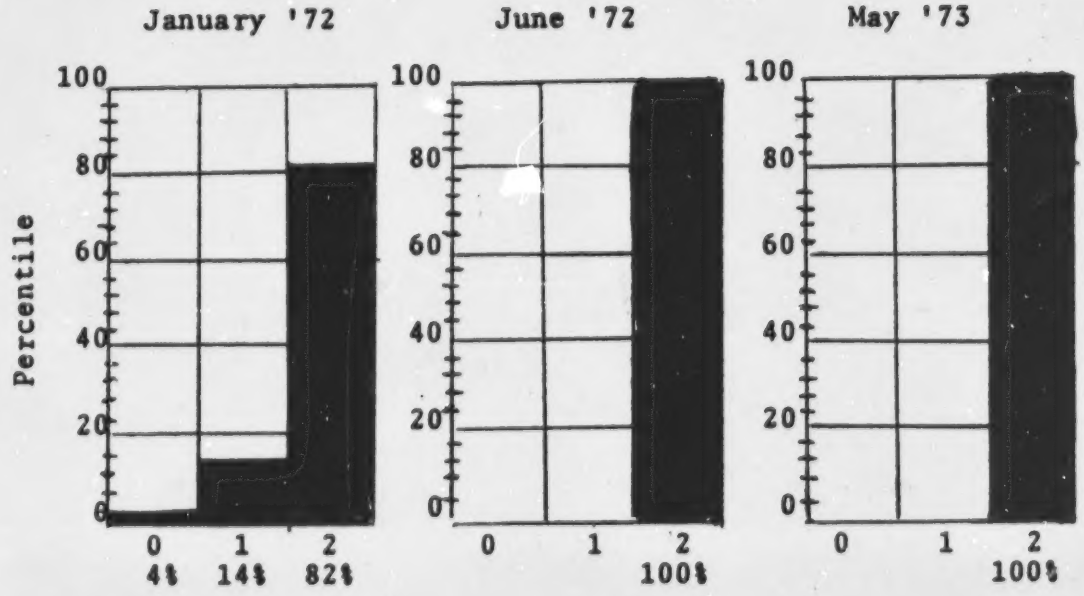


LISTENING SKILLS TEST - FIRST GRADE

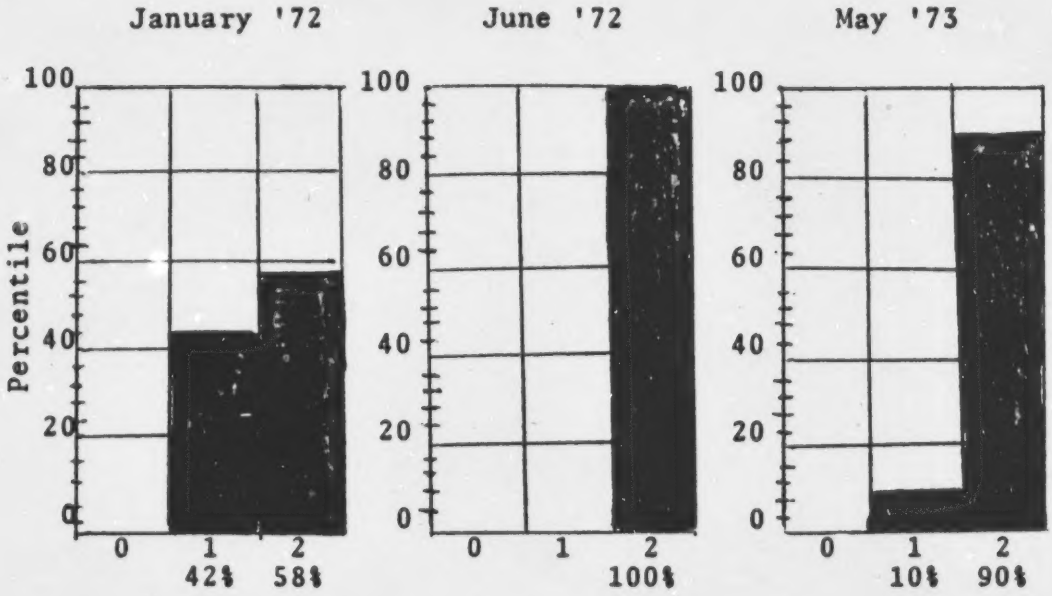
TASK 111



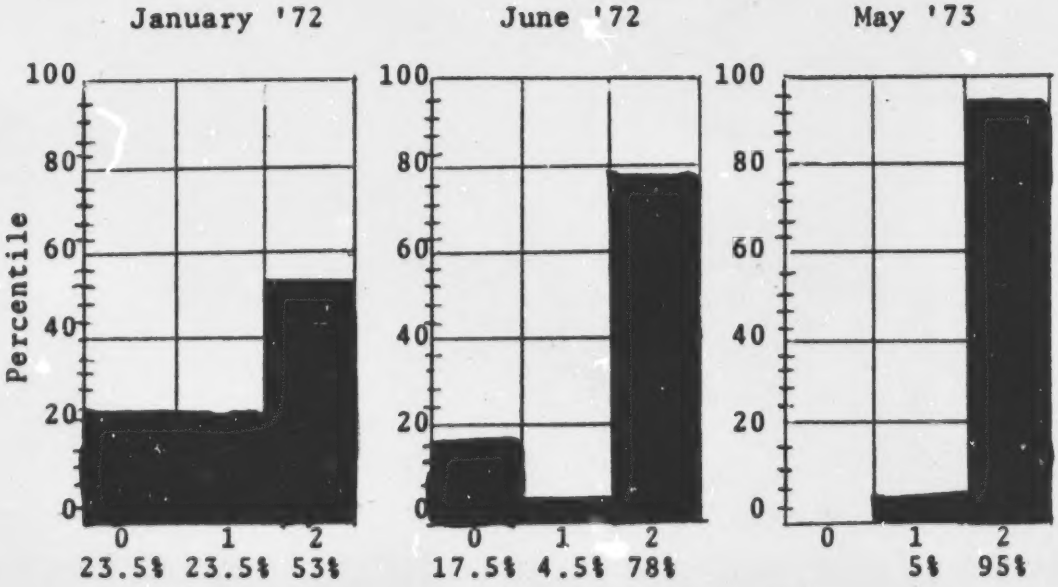
TASK 1V



TASK V



TASK V1



SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS

Auditory Memory

Task

I. Perform 3 commands

a. Put your hands on your shoulders, then touch your knees, then touch your toes.

b. Put your hands on your head, then tap your pencil, then sit down.

II. Repeat sentences

a. June wants to build a castle in her playhouse.

b. Tom has lots of fun playing ball with his sister.

III. Repeat tapping sequence

a. . . .

b. .. . .

c. . .. .

d. .. .. .

IV. Repeat 4 numbers

a. 6297

b. 8316

V. Recall story facts

a. dog

b. bone

c. dish

d. black

VI. Repeat 5 numbers

a. 27368

b. 41359

Scoring

0 -- 2 mistakes or unable to do task

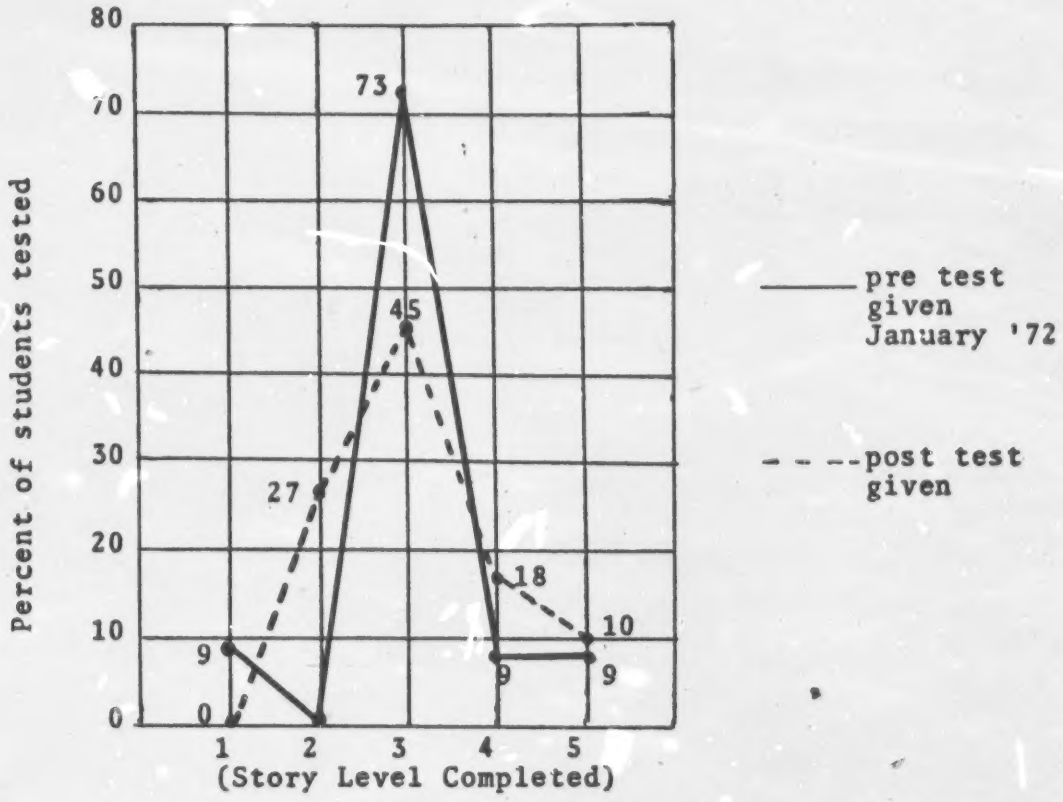
1 -- 1 mistake

2 -- completed correctly

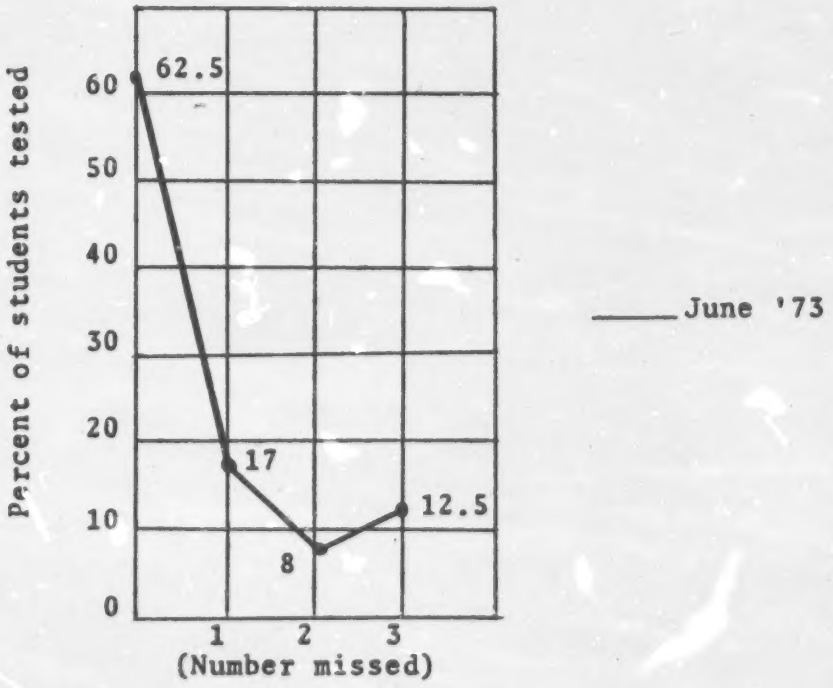
Appendix E2

Durrell Listening Comprehension Test

Grade 2



Listening Tape



FACULTY CONSTRUCTED LISTENING TAPE

Grade 2

Follow the directions you hear as well as you can.

In the rectangular box at the top of the page, write your name. Look for today's date on the board. Write today's date beside the arrow at the bottom of the page.

1. Draw a circle around the numeral 3 on your paper.

2. Beside the numeral 1, write the number of claps you hear.

3. Beside the numeral 2, write the initials of your first and last name.

4. Listen to this song. It tells a story.
"Old MacDonald had a dog and his name was Bingo
BINGO, BINGO, BINGO, and BINGO was his nameO.
Old MacDonald had a dog and his name was BINGO
BINGO, BINGO, BINGO, and BINGO was his nameO.

   Now beside the numeral 4 on your answer sheet, write the name of the dog in the song you just heard.

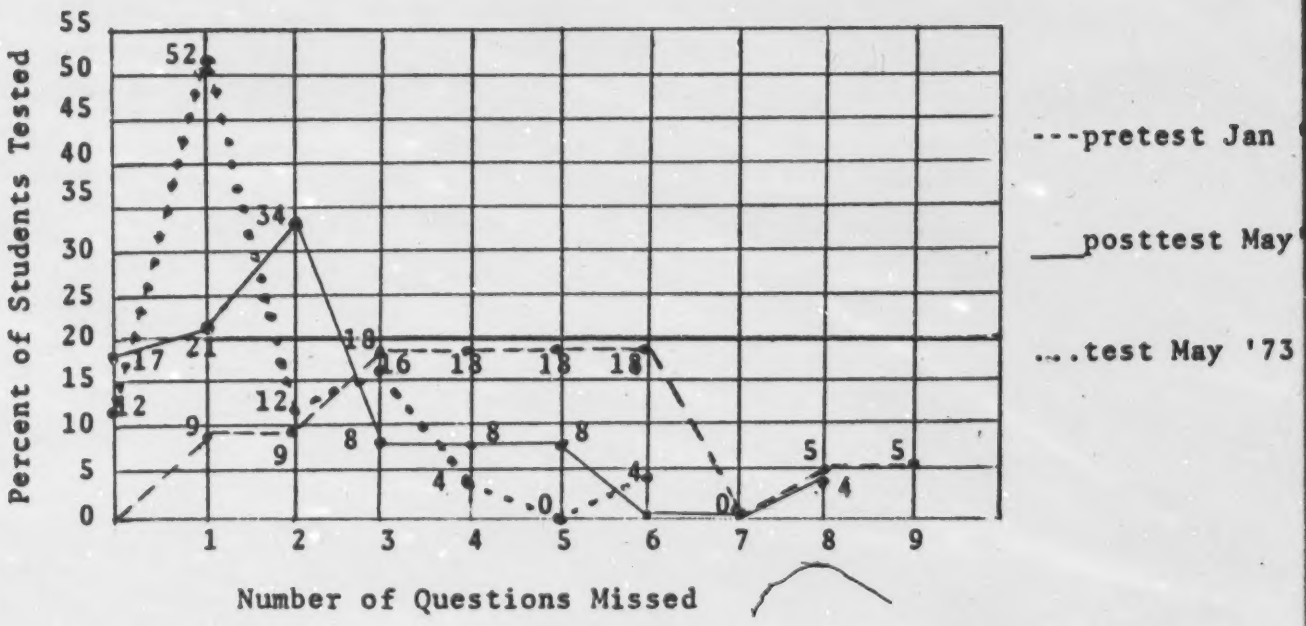
5. Beside the numeral 5, write the numeral 5 five times.

6. Put an X on the numeral 6 on your answer sheet.

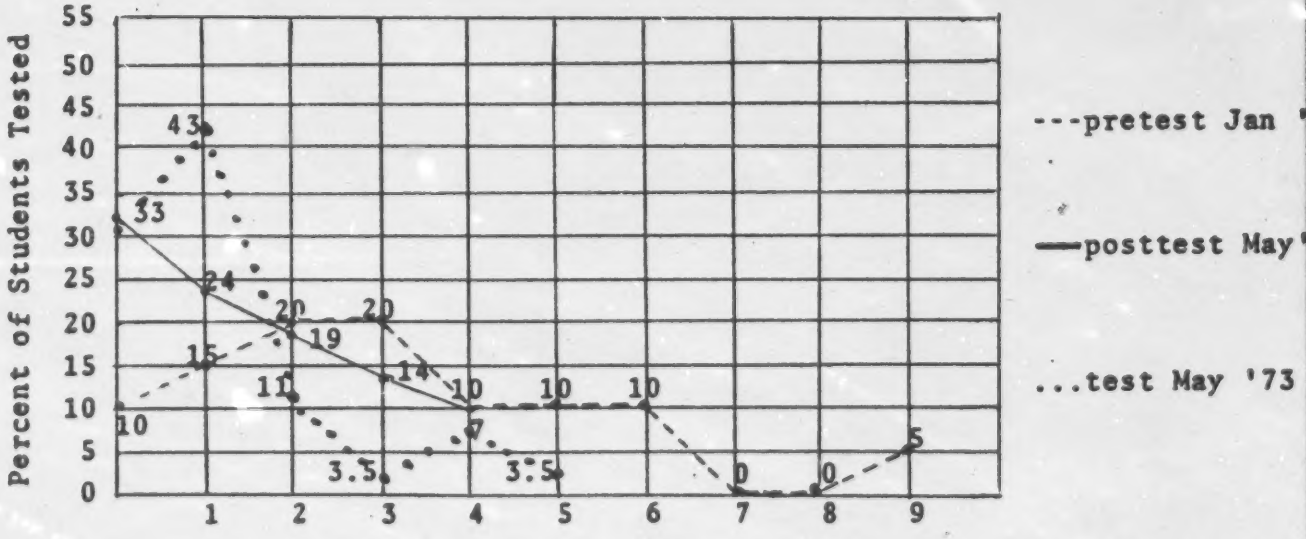
7. Turn you paper over, and on the other side of your paper draw the animal that say MOO.

Appendix E2

Listening Tape - 3rd Grade



Listening Tape - 4th Grade



FACULTY CONSTRUCTED LISTENING TAPE

Grades 3 and 4

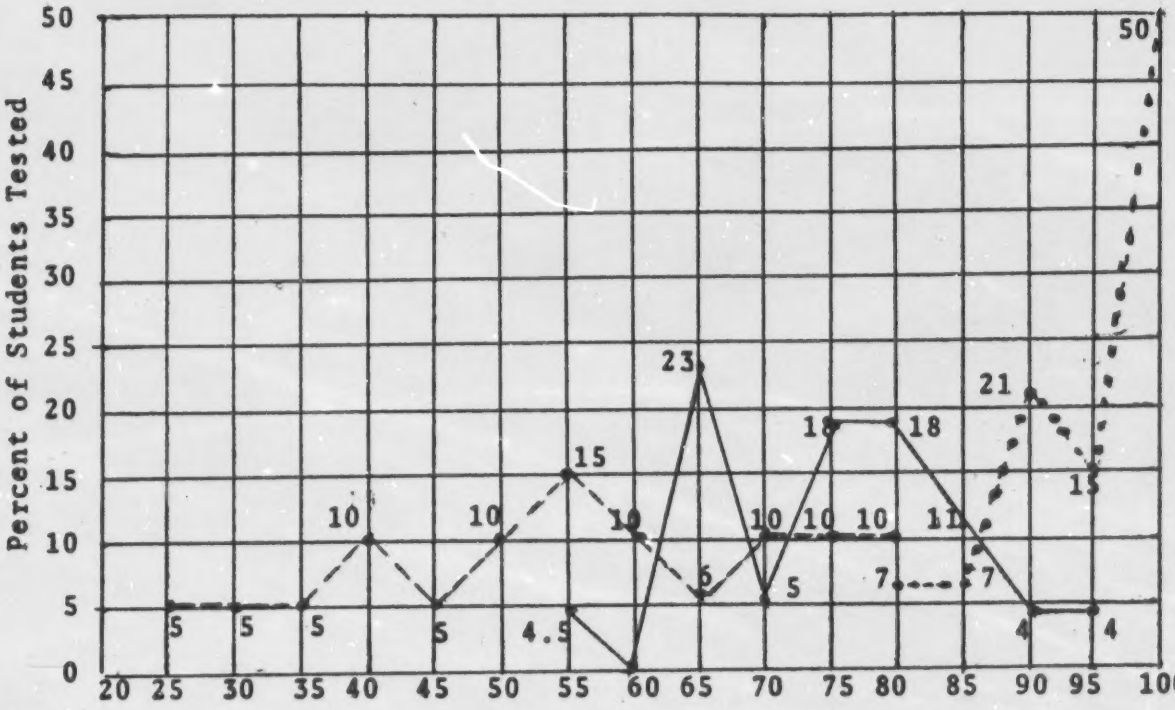
Write your first name in the top right hand corner of the page.

Write the date under your name.

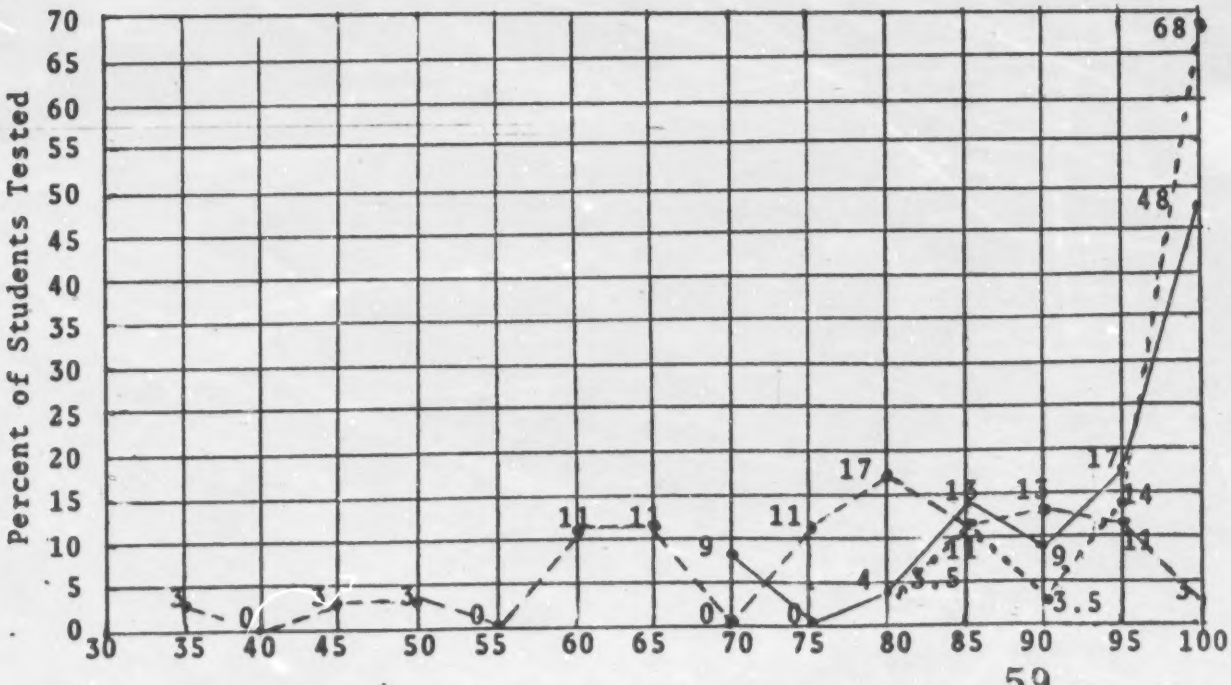
1. Draw 3 stars.
2. Make six dots.
3. Write your last name in cursive.
4. Print the word "cat" in little letters.
5. Print 5 E's. Underline all of them.
6. Print 5 H's. Circle the middle one.
7. Draw a house. Make two doors and 5 windows and a chimney.
8. Make five O's. Underline the first and last, cross out the middle one. Draw a square around the second.
9. Make a box. Put a small circle in the upper right corner, put a small x in lower right. Put dot in upper left. Put a z in center.
10. Write any 4 numbers from 1-10. (Pause) Circle the lowest number. Underline largest. Add the two remaining numbers together. Write the answer at the right edge of the paper on line 10.
11. Draw a short line going up and down. Put a dot in the center. Draw another line going across from left to right through the dot.
12. Draw a circle, put another circle inside. Draw a line through both circles. Put a square on the right of the circles. Put an X on the left side. Put a circle around the square. Underline the X.
13. Which organs are used for listening?
    You are now finished with your listening test.
    Put your pencil down and turn your paper over.

Appendix E2

Listening Tape - 5th Grade



Listening Tape - 6th Grade



Listen: Hear, "How to Listen", Tape #1, Paul S. Amidon & Ass., Inc.

LISTENING TO ORAL DIRECTIONS
Grades 5 and 6

A. In the box at the top of the page, draw a vertical line about two inches long on your paper. Then draw three one-inch horizontal lines from the top, the middle, and the bottom of your vertical line, going towards the right. Do this.

Alright, now, if you listen effectively, you printed the capital letter "E". If you have printed a capital E, give yourself 10 points in the score column opposite this box. If not, put down a zero in the score column and let's try again.

B. In the second box, draw two vertical lines about two inches long with one cross line connecting them in the middle. Do this.

If you have printed the capital letter "H", give yourself 10 points in the score column.

C. Now look at the third section of your worksheet. You're going to listen to several easy arithmetic problems which you should be able to work without using pencil and paper. Listen to the directions, and then write just the answers on your paper. Alright,

Number 1: Begin with 4, multiply by 2, add 2. Write the answer.

Number 2: Start with 6, divide by 3, add 8. Write the answer.

Number 3: Take the sum of 1 and 7, add 4, subtract 4, write the answer.

Number 4: Subtract 5 from 10, add 4, subtract 2. Write the answer.

Number 5: Take the number that is 1 larger than 5, divide by 2, multiply by 3. Write the answer.

Number 6: Add 8 and 4, divide by 6, and multiply by 100. Write the answer.

Number 7: Begin with 9, subtract 1, divide by 2. Write the answer.

Number 8: From the difference between 10 and 8, subtract 1. Then add 20. Write the answer.

Now let's correct your answers. Put a check after the ones that are wrong. Number 1 should be 10; number 2 should be 10; number 3 should be 8; number 4 should be 7; number 5 should be 9; number 6 should be 200; number 7 should be 4; number 8 should be 21. Now add your score-- you get 5 points for each correct answer. Enter your score in the score column.

D. Now let's try another set of easy oral direction. Put your answers in the next section. Listen carefully and when I stop speaking, do what I have told you to do. Alright,

Number 1: Write the words "at" and "from".

Number 2: Write the third letter of the alphabet.

Number 3: Draw one circle inside another larger circle.

Number 4: Print the number that comes before 28.

Number 5: Draw a square house with four windows, 2 doors, a roof, and a chimney.

Number 6: Make three triangles in a row across the line. Make each one smaller than the one before it.

Number 7: Write and underline the answer to this question: What tow organs of your body do you use in listening?

Number 8: Put three X's on this line followed by three Z's. Put one line under the X's and two lines under the first Z.

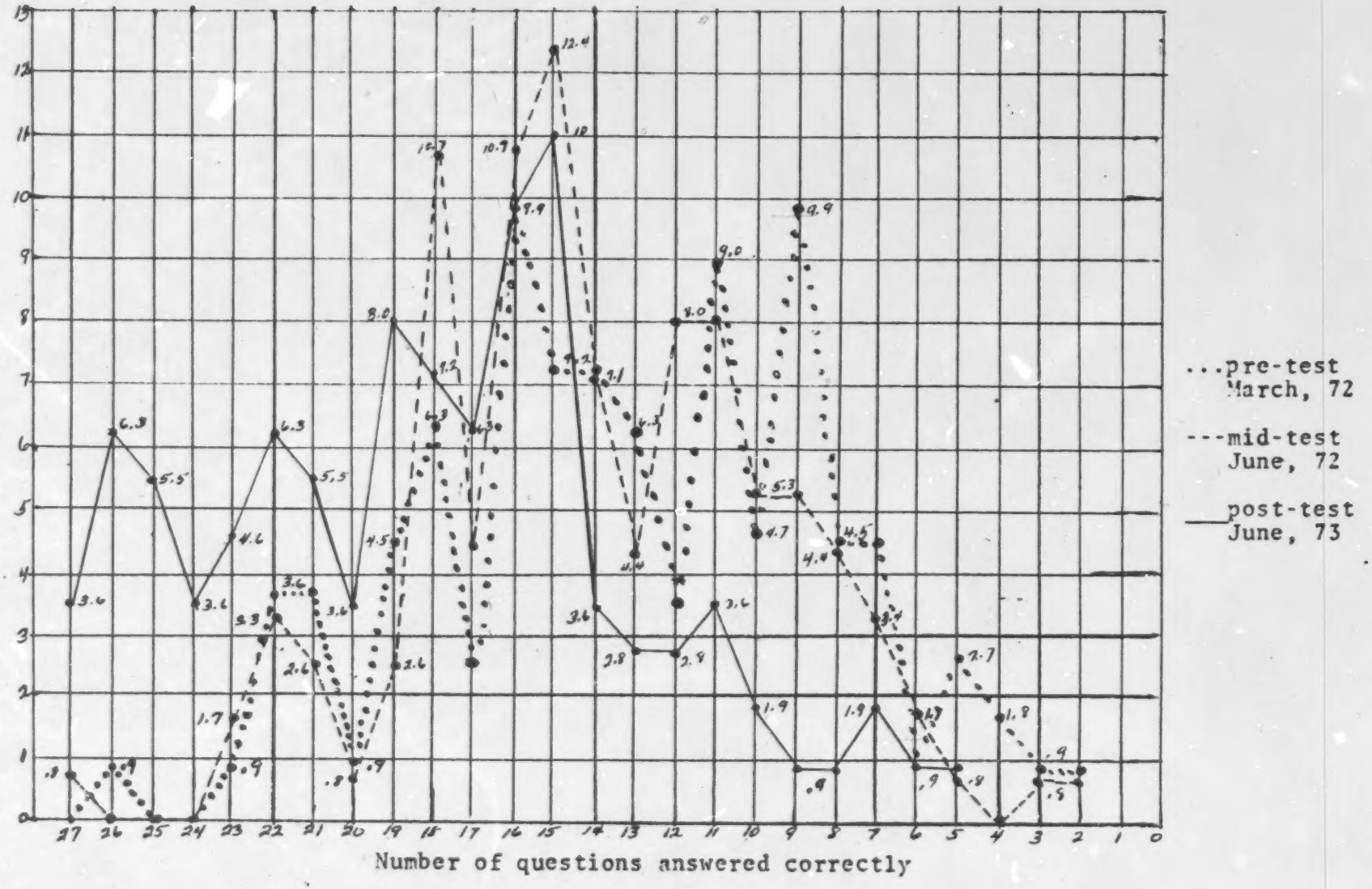
Alright, let's correct your answers. Put a check after the ones that are wrong, Number 1 should have the word "at" and the word "from"; number 2 should have the letter "c"; number 3 should have two circles, one inside the other; number 4 should have the number 27: number 5--you should have a house with 4 windows, 2 doors, 1 roog, and 1 chimney; number 6--you should have drawn 3 triangles, the first should be the largest, the second one the next largest, and the third one the smallest; number 7--you should have the words "ears" and "brain", and both words should be underlined; number 8--you should have three X's first, with one line under all the X's, then you should have three Z's, but only the first Z should have two lines under it.

Now add your score and enter it in the score column. For each correct answer you get 5 points.

The last thing for you to do when I have finished speaking is to total your listening score for this lesson.

Appendix E3

TEST OF LIBRARY SKILLS



Appendix E3

TEST OF LIBRARY SKILLS

Directions: Read each question, then look at the given suggested answers. Decide which one is correct. Circle the correct letter.

Sample problem

The best thing to use for a bookmark is
A. a pencil.
B. a turned down corner.
C. a piece of thin paper.
D. a stick of gum.

1. For the meaning of special words and terms in a book you should look in the
A. index.
B. preface.
C. bibliography.
D. glossary.

2. The publisher of a book can be found
A. at the end of the first chapter.
B. in the introduction.
C. on the title page.
D. in the table of contents.

3. A book's alphabetical listing of subjects and page references is the
A. table of contents.
B. appendix.
C. preface.
D. index.

4. A listing of books, magazines, and audio-visual materials on a specific subject is called a
A. biography.
B. glossary.
C. biology.
D. bibliography.

5. In a book the copyright date is usually found
A. on the spine.
B. on the back of the title page.
C. on the last page of print.
D. in the index.

6. Usually you find the complete name of the author of the book
A. in the table of contents.
B. in the index.
C. on the title page.
D. in none of these places.

7. The listing of chapters as they appear in the book, with reference to the pages on which they begin, is the
   A. index.
   B. bibliography.
   C. dedication.
   D. table of contents.

8. The Dewey Decimal Classification System
   A. puts books with the same subject matter together on the shelves.
   B. is a system of filing cards in the catalog.
   C. is a file of picture and pamphlet material.
   D. is none of these.

9. A biography of Abraham Lincoln by Carl Sandburg will be found on the biography shelves under
   A. Abraham.
   B. Carl.
   C. Lincoln.
   D. Sandburg.

10. Of the fiction books with the following titles and authors, which one will stand first on the shelves?
   A. Dickens - Christmas carol.
   B. Dickson - Crossbar murder.
   C. Dickens - Oliver Twist.
   D. Douglas - Big fisherman.

11. Of the books with the following classification numbers, which one will stand first on the shelves?
   A. 589.2
   B. 398.2
   C. 629.13
   D. 796.32

12. A book marked "SC" for story collection contains
   A. the lives of several persons.
   B. several fiction stories.
   C. a collection of maps.
   D. none of the above.

13. Reference books usually include
   A. dictionaries.
   B. encyclopedias.
   C. atlases and almanacs.
   D. all of the above types of books.

14. Of the books with the following classification numbers, which one will stand first on the shelves?
   A. 822.3
   B. 822.6
   C. 822.1
   D. 822.09

15. The card catalog is the library's
    A. glossary.
    B. title.
    C. index.
    D. copyright.

16. Catalog cards with the top line in all capital letters or in red are usually
    A. subject cards.
    B. author cards.
    C. cross-reference cards.
    D. title cards.

17. The call number is composed of
    A. place of publication and publisher.
    B. classification number plus letters of the author's last name.
    C. classification number plus title initials.
    D. none of the above.

18. To find a fiction book about the American Revolution you would look under the subject heading
    A. American Revolution.
    B. Historical Fiction.
    C. U.S. -- HISTORY -- REVOLUTION -- FICTION.
    D. REVOLUTION-- FICTION.

19. Books on the history of the United States can be located in the card catalog under the subject heading
    A. HISTORY.
    B. U.S. -- HISTORY.
    C. American History.
    D. History, American.

20. On a dictionary page with the guide words, "Chimerical--China", you will find the word
    A. chimney.
    B. charm.
    C. chest.
    D. chinkle.

21. A bound collection of maps, charts, and geographic tables is known as
    A. an atlas.
    B. an abstract.
    C. a yearbook.
    D. an anthology.

598.1 SNAKES
Pop Pope, Clifford H.
The giant snakes...Knopf 1961
289 p. illus.

1. Snakes I. Title

22. The title of the book as shown on the above card is
A. SNAKES.
B. Pope, Clifford.
C. The giant snakes.
D. Knopf.

23. The author of the book as shown on the above card is
A. Knopf.
B. Pope H. Clifford
C. Clifford H. Pope
D. Snakes.

940.54 WORLD WAR, 1939-1945--NAVAL OPERATIONS
Whi Whitehouse, Arch
Squadrons of the sea; illus. with photographs. Doubleday, 1962.

383 p. illus.

1. Airplane carriers 2. World War, 1939-1945 Naval Operations I. Title

24. The Dewey Decimal number of the above printed card is
A. 383 p.
B. 1945.
C. 940.54.
D. 1939.

25. The publisher of the book listed on the above card is
A. Doubleday.
B. Naval operations.
C. Whitehouse.
D. World War II.

26. The publication date of the book listed on the above card is
A. 1962.
B. 1911.
C. 1945.
D. not given.

27. The above printed card is
A. a title card.
B. a subject card.
C. an author card.
D. a cross-reference card.

Appendix F

BIRCH LANE MEDIA CENTER

PARENT QUESTIONNAIRE

Coding for percentages---mid/post.

1. Has your child mentioned the media center program at Birch Lane?

   59%/76% many times 39%/23% few times 2%/1% not at all

2. What has your child mentioned that he has used in the media center?

13%/46%	Records	2%/ 9%	Transparencies
15%/73%	Tape recordings	1%/ 7%	Pamphlets
18%/45%	Filmstrips	2%/22%	Study Prints
27%/97%	Books	4%/29%	Slides
3%/32%	Magazines	9%/35%	8 mm Loop Films
2%/18%	Maps/Globes	4%/33%	Art Prints

3. How much do you think he learns from using these materials?

   49%/66% quite a bit 43%/33% some 8%/1% not much .5%/0% nothing

4. Do you think his school work has improved as a result of using these materials?

   40%/52% yes 49%/46% maybe 11%/2% no

5. How often do you think he uses the media center?

   21%/42% daily 36%/45% 2 or 3 times a week 27%/13% once a week

6. What do you think your child's opinion is of the media center?

   70%/78% really likes it 28%/22% it's okay 2%/0% not interested

7. Does he seem to read more as a result of this program?

   38%/50% yes 21%/4% no 39%/34% can't tell 2%/9% can't read

   0%/3% reads very little (written in)

8. Has he brought home materials and equipment to show things to other members of the family?

   60%/98% yes 40%/2% no

9. What is your opinion about the media center?

   51%/66% very helpful 42%/33% helpful 3%/0% not much help

   0%/ 0% should be discontinued 4%/1% no opinion

10. Note any specific remarks you have concerning the school media center or its program. (See following page)

10. Note any specific remarks you have concerning the school media center or its program.

Excellent staff and programs at the media center. Glad to have it - helps the whole family learn.

Please keep!

It's great!

I was very impressed when I saw the media center and I'm very glad Birch Lane has this program.

I don't think my child's school work has directly improved because of the media center, but the rewards they have gained are no less important. My son has gone in (just to kill time, I'm sure) picked a random book off the shelf which sparked an interest in butterflies which developed into quite a "home study" program. He picked up an art print one day which initiated a "home study" of Van Gogh - which further led to quite a discussion of mental illness, and a brief peek at other "art" styles! These are just two examples - there are more. On the other side of the coin, they've found that when they have a specific question in mind they can find answers in the library.

Since Shelly is just beginning school, I can't see that the media center is too helpful as for education. I do think it will be very helpful in the higher grades. I think Shelley will use it a great deal.

We think the media center is a very good idea, am looking forward to when our child can use it to its fullest.

Children of Birch Lane school are really lucky to have such a nice facility like the media center. I hope by all means it is continued and advanced.

Must definitely be continued.

It's a very exciting place.

Excellent program.

My third grader uses the media center daily I believe and received much more from it than the first grader who brought this notice home.

Very good outlet for student's spare time. Resources are excellent, provides good opportunity for children to pursue subjects of interest. Keeps classroom resources like study prints, transparencies available unlike other schools.

I think the media center is a learning aid which children find "fun" and not a chore.

Interest in reading is greater.

It's tremendous that even first graders have access to so many materials at the media center and that they are trusted with the materials.

Fine program and very beneficial.

We feel the media center is great and that Birch Lane is fortunate to have it.

I am sure as my child gets older she will use the media center more.

Thank you for teaching my child to use a library. I feel this is very important to his furtner educational growth and am glad he learned so early to use the facilities you offer. I feel your media center is important and enriches your school program.

It helps to stimulate learning by providing the kids with up-to-date equipment and materials.

I was in the media center open house night and was surprised and very pleased to see all the equipment and material that was available. I think it is very helpful.

I feel that this center gives children an opportunity to learn how to properly handle expensive equipment as well as the tremendous educational experiences it provides. We feel it is great and we are lucky to live in the Birch Lane area. Mrs. Willett is a big asset to the school and a great help to the children according to our daughter.

I see no reason for students to bring home filmloops, projectors, records or other expensive materials.

I think it is a marvelous center and my child would be lost without the center.

I think the media center is a very good place for the children to learn new things.

Both of us feel the media center is an excellent program for our children, very useful and helpful in their school work.

Excellent program.

My child is very excited about the media center. She spends a great deal of time in it.

Just wish I had gone to a school with all these learning materials.

Great!

Keep it up and current.

Since my child is very independent I had her answer questions 2-9.

The media center is definitely a help for a student at sixth grade level.